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ABSTRACT

This document contains one of two assessment tools developed by Project Proud Option, which developed and field-tested a set of student- and job-assessment instruments that provide a strategy for determining (1) the vocational skills required on a particular job; (2) the functional skill levels of a particular student; (3) a process to determine the discrepancies between required job skills and existing student skills; (4) an open-ended strategy for generating age-appropriate curriculum; and (5) a relevant individualized education program for handicapped people based on real world tasks. The Job Functional Profile, the assessment guide contained in this document, provides a strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. This document presents the strategy in four phases: (1) initiating the contacts within the business community; (2) accumulating job skill inventories; (3) determining the discrepancies between the existing skills and the vocational skills required on the job; and (4) transferring that information or more detailed job descriptions back to the Student Functional Profile (CE 022 948) for relevant training. A narrative history of the project, a resource bibliography, and examples of additional core skills are appended. (BM)

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JOB FUNCTIONAL PROFILE

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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EDUCATION

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FOREWARD

Most general education programs are not prepared to offer appropriate, individualized occupational programs which could benefit handicapped students. Through a comprehensive program of training in the "least restrictive educational environment" many handicapped students can become proficient at many independent living skills within the community.

Public Law 94-142 requires that school systems provide appropriate vocational education programs for handicapped children in the least restrictive environment. Therefore, a standard, easily-adapted and universally applicable tool that schools and other service personnel can pick up, plug in and adapt is needed.

Proud Option Project was funded by the Bureau of Occupational and Adult Education, Department of HEW, in July, 1976 to meet this need. Between July, 1976 and June, 1978, the Project researched, developed, field-tested, refined and produced a set of student and job assessment instruments which provide a developed strategy for determining the vocational skills required on a particular job; the functional skill levels of a particular student; a process to determine the discrepancies between required job skills and existing student skills; an open-ended strategy for generating age-appropriate curriculum, and a relevant Individualized Education Program (IEP) for handicapped people based on real world tasks.¹

There are at least two kinds of intended consumers for this material: (1) SUPERVISORY; and (2) DIRECT CARE. Teacher-trainers, workshop supervisors, in-service trainers, and consultants are responsible for providing assistance to trainers in the classrooms, workshops, etc. Direct-care personnel are trainers who can use this resource with their students in a practical and functional way. Both groups of consumers need to adapt the materials for their own use.

The materials are to be used as a guide and not as a recipe. They represent a different philosophy than many of the available vocational assessment, career planning and curriculum development strategies for the education of secondary-aged, severely handicapped people. Therefore, each person must adapt them to their specific situations.

The materials are useful because they are flexible and can be adapted to a variety of situations and students. The trainer or supervisor (or whoever else is going to be involved) must be attuned to the individual nature of all these situations and interactions.

¹For those interested in further information on the research developed, field test sites utilized, and the management plan followed in accomplishing these tasks, a thorough Case History of the Project's progress through two years of operation is available to the reader upon request.

In the process of developing an educational plan for handicapped students, many issues had to be considered and dealt with if the materials were to be relevant and accountable. Brown, et al (1977)² stress the point that "... any adjustment made in the educational plan for a child because of a handicap must be scrutinized carefully to minimize the possibility that such a plan might encourage, rather than reduce, developmental discrepancies between that child and non-handicapped students."

Nine of the critical issues and possible adjustments that were scrutinized in the process of developing strategies and a plan for the generation of relevant, age-appropriate curriculum materials were:

1. PROBLEM OF UNDEREMPLOYMENT

One criticism of almost everything happening in secondary education for the handicapped is that it does not go "low enough". In most cases this is true. There are very few programs around the country which have done creative things vocationally with the lowest functioning secondary-aged people.

Conversely, there are curriculum products that go too low and consequently, there are students who are underemployed. There are certainly students in sheltered workshops and other training programs who should be in private enterprise, making more money, enjoying more freedom, and acquiring additional skills.

Strategies are still necessary even for the lowest functioning students. These students need the communication skills required in their environments; proficiency in motor skills; knowledge of specific task requirements; and skills in social interaction. This curriculum strategy developed by Proud Option Project can be adapted *downward*, or adapted *upward*, thereby reducing the possibilities of underemployment.

2. COST FACTOR

Another issue was the need for an inexpensive way for helping professionals develop a cognitive style and/or strategy for approaching and resolving problems. For example, if a person is interested in training a student to be a nurse's aide, he/she could, with the assessment instruments developed, initially simulate all the required activities in the school or workshop setting and then go to the facility and provide on-the-job training, using one of their vacant rooms.

Therefore, it is recommended that the most relevant curriculum an educator can design for severely handicapped students is the curriculum that exists in the natural environment, because that requires no inferences and is essentially cost free.

3. MEASUREMENT SYSTEM

The measurement system involves *direct measurement* or verification of what a student needs in a natural environment. Criteria for success for a particular student in a particular task is: Can the student do that task in the natural environment? The assessment instruments developed here are criteria-based and measure how prepared and ready a student is to assume employment by observing and assessing job performance in a realistic natural environment.

²Brown, Wilcox, Sontag, Vincent, Dodd, Gruenewald; *Toward the Realization of the Least Restrictive Educational Environments for Severely Handicapped Students*; AAESPH Review, Volume 2, Number 4, December 1977.

4. AGE-APPROPRIATE

One great advantage of these assessment instruments is that they emphasize the importance of concentrating on age-appropriate performance. Many educators look at handicapped students as "young children in older bodies" and, consequently, their teaching and the student's responses are not age-appropriate. A student who is twenty-one-years old chronologically, but functioning at the developmental level of a four-year-old, is often taught using a curriculum that might be appropriate for a four-year-old child. This is one of the great developmental inhibitors in education today — "teaching older children young tricks" and thereby not preparing them to function in the adult or age-appropriate world. The strategy presented here will allow the user to accumulate relevant data which will prepare the student to function independently in realistic surroundings.

5. PREREQUISITES VERSUS CORRELATES

Another important issue was prerequisites versus correlates. For example, what skills should a student have before you take him/her out on the job, as opposed to what s/he will learn on the job?

People often put different emphasis on different dimensions of this issue. In many cases it is said, "this student is not ready for this job, so we will do this to train him/her." Then skills are vertically arranged because it is felt that the student is not ready for the real job in the natural setting.

The curriculum strategy presented in this book calls this approach into question by maintaining that it is important to get that student out into the community and to find out how s/he does in the real setting. Some students who do not do well in simulated settings perform well on the job.

It is important for teachers to limit prerequisites to specific and essential skills and reduce to a minimum time spent on learning listing skills, arranging color discrimination configurations, or performing eye-hand coordination activities, etc.

6. EMPLOYMENT OPPORTUNITIES

Labor market statistics and unemployment figures show that many people need jobs and are looking for work. Handicapped students have difficulty competing with non-handicapped people. Thus, low status, high turnover, low paying jobs must also be considered as training targets. It is important to aim at competitive employment in more desirable jobs. However, we believe that any job is better than no job. If a student has no job, the state, or someone else, tends to take over his/her total existence. If the student has employment, it encourages independence and self sufficiency and may also lead to opportunities for better paying, higher status work.

A process for comparing and matching a student's skill with job requirements has been developed and should be of help in finding appropriate employment possibilities for each student.

7. FADE IN/OUT

This becomes an important issue in training as the student gets closer to employment since *fading in and fading out must be done gradually*.

The important point to consider is that there is a difference in simulated training and performance at the actual work site. Exposure to real work situations requires a big adjustment. The instructor has to systematically arrange for the student's longitudinal vocational preparation. For example, if it has been determined that the student will be working in a laundry, the instructor would start this real life exposure by bringing the student into the work setting for a short period of time (fade in), to introduce procedures (i.e., bathroom, break time, use of vending machines, etc.), transportation (i.e., methods of getting to and from work), signs, safety procedures, etc., and would systematically try them out with the student. As time progresses the instructor would gradually de-emphasize the simulated aspects and transfer the student's attention to other cues in the environment. It is critical to avoid abrupt changes. The instructor needs to move at the pace the student is capable of handling. One early step in this "fading process" might be for the instructor to take a student to the setting after closing time to get him/her comfortable with the environment. As students do more and more, teachers do less and less (fade out.)

8. FOLLOW-UP

Throughout the development of this model strategy, follow-up is required to make schools accountable for progress. Therefore, student performance is verified in the natural environment. This guide provides a record keeping system, including: how many hours a student is in training; the jobs the student can perform or be trained to do; methods for fading in or out; recording the specific skills worked on; identifying missing skills and pinpointing unsuccessful areas or areas requiring retraining. This model strategy provides an instructor with a starting point for further investigation and follow-up.

9. SIMULATION VERSUS EMPIRICAL VERIFICATION

Research has verified that vocational training for mildly handicapped people has concentrated on simulation, using the workshop approach; for example, a student learns how to make a lamp in the workshop and then goes out and makes similar products on the job. This may be useful in some instances, and students can learn a great deal in workshop settings, but **empirical verification in the natural environment** is essential. Therefore, these materials rely heavily on on-site training as basic to the development of essential vocational and functional skills of handicapped students.

The role of the educator needs to be expanded to include work outside of the confines of school or workshop settings — work that will involve assessment of both a student's functional skills; and assessment of occupations for which the student might be trained; and methods for measuring success on the job. We believe that every educator of handicapped students should be committed to the philosophy that it is necessary to verify performance under natural conditions. A major feature of these assessment books is that the strategy has built in empirical verification in the natural environment.

In devising an educational plan for handicapped students, the investigation of these nine issues led to additional questions and concerns, such as:

- *What should be included in the curriculum to make it relevant and age-appropriate?*
- *What should the students be trained to do?*
- *What additional information can be found concerning the student and/or the job?*
- *How to find relevant jobs for the students?*
- *How to accomplish all the required tasks?*

These and other pertinent questions were considered in the process of developing these assessment instruments and each book gives specific, detailed directions for dealing with them.

The author has developed two assessment profiles, a **Student Functional Profile (SFP)** and a **Job Functional Profile (JFP)**. The SFP presents a process for assessing a student's functional skill levels in five developmental areas: Activities of Daily Living, Motor, Communication, Quantitative and Independent Living Skills. In completed form they comprise a detailed assessment for planning individual instruction and curriculum for each student and result in the formation of an age-appropriate, secondary level curriculum for handicapped students.

The JFP provides a strategy for determining the vocational skills required for a particular job and transferring this information into a relevant training program for a student. The JFP describes the process and provides the needed assessment job profiles for (1) initiating contacts within a community; (2) accumulating job skill inventories; (3) determining the discrepancies between the existing skills and the vocational skills required on the job; (4) transferring that information or more detailed job descriptions back to the student's SFP for relevant training.

The major contribution of this model and the SFP/JFP assessment books is their ability to generate relevant curriculum. In attempting to generate this curriculum, the first step would be to assess where the students are going to function (i.e., where students will live, how they will get to and from work, where they will work and shop.) In developing curriculum, it is important to remember not to start with the student, but to start with where you want to take the student. What we should be trying to do is prepare people to successfully and permanently function in natural environments.

The instructor should focus on those items which will allow the student to stay in the vocational environment, and to provide training on as many of those items as possible. A process needs to be followed to determine which items are the most important for the individual student. However, an eighteen to twenty-one year old may need to be proficient in numerous individual items or skills to function independently in the community. Therefore, it is important to prioritize skills and to teach students to generalize and transfer core skills to similar situations.

A secondary level curriculum for handicapped students is a pressure-packed curriculum because there are only a few years to train for many skills. When you work with five and six-year-old children, it is possible to look ahead to the next teacher or the next year of training. In a secondary education curriculum for the handicapped you are often racing against the clock. The overriding problem is to find viable ways of teaching skills to students who can but find learning difficult and therefore must be taught by using more precise methods. Thus, materials, instructional time and procedures must be as efficient, effective and task-appropriate as possible. The materials contained in these books are based on available literature, practical experience, research and consultation. They are designed to assist supervisory and direct care personnel in implementing effective interventions which will develop students' abilities to function independently in a work setting and in the community.

This is an open-ended strategy that people can use to generate a relevant curriculum and a relevant training program for handicapped people. This strategy directs the trainer into the natural environment to analyze the community and potential jobs. The assessment instruments make it possible to bring the environment into a simulated setting (either at school or in a workshop) and a thorough student assessment can provide the student with training in as many core skills as possible. Then, after an initial match of students with job possibilities, the student can be provided with training in this simulated setting, until ready for on-the-job training and job placement, followed by verification of successful job performance.

As there is a close relationship between people who assess jobs and people who develop the educational curriculum and train students to function within these jobs, the SFP and the JFP can best be utilized together to provide a unified approach to training handicapped students to be participating members of their communities.

In conclusion, this strategy or guide to assess jobs and students is not the only way, but it has been effective for certain purposes. It is a way of looking at the world and organizing information that can be used with students when appropriately adapted to fit individual needs.

Geoffrey Clark Miller
June 30, 1978

INTRODUCTION

Some trainers may choose to use the **Job Functional Profile (JFP)** for alternative purposes and will not have read the content of the **Student Functional Profile (SFP)**. Therefore, it seems appropriate to review the strategy that has been thoroughly detailed in the **SFP** for implementing an **Individualized Education Program (IEP)**. Trainers who have read the material in the **SFP** should proceed directly to the section: Strategy for Generating Job Information.

REVIEW OF STUDENT FUNCTIONAL PROFILE STRATEGY

Research into national programs and models being formulated to provide occupational programs for the handicapped and an assessment of needs that still exist in this area has led to the establishment of a three-stage process for developing and implementing an **Individualized Education Program** for secondary level handicapped students. The events in each stage of this process are outlined and diagrammed in the corresponding flow chart (Figure 1).

STAGE 1 (ASSESSMENT)

While the student's individualized profile sheets will offer a detailed, itemized skills listing of objectives in the five departmental areas of the **SFP**, there are many students who have already achieved certain levels of skill proficiency. Parts of this in-depth assessment instrument may not be necessary for these students. Therefore, a color-coded "key objectives" checklist has been provided to use in screening individual students. One objective has been selected from each of the fifteen subdivisions of the topical outline. In some cases the objective is a composite of two or more specific objectives; in other cases a single objective has been chosen as the key one.

The checklist indicates whether the coinciding student profile sheets in each developmental section need to be used in their entirety, or whether training can be concentrated in a particular area, or possibly, whether some aspects can be deleted from the student's program.

After rating the student's skill in each objective the instructor will be referred to an individual profile sheet of the student's IEP. This reference will assist the instructor in gaining more information about that particular objective and the initial detailed skill listings found within that objective. It should guide the instructor into a more detailed diagnosis and training program than that which has already been initiated on each profile page.

Ratings marked for each objective should also be transferred onto the **Student Scan Profile** to provide an overview or summary of the student's skills in the developmental areas. This makes it possible to match existing student skills without potential jobs.

STAGE 2 (PROGRAM DESIGN)

Curriculum Planning: (Individualized Education Program). Upon completion of the Key Objective Checklist the rater(s) is initially referred to the Student Skill Profile pages of the color coded sections of the IEP.

Each student profile page contains a **title** corresponding to the developmental area being worked in (ADL, Motor, Communication, Quantitative, or Independent Living); a **Key Objective** (each developmental area lists several main objectives which, when successfully acquired should lead to mastery in the designated skill area); **Sub-Objectives** involving a variety of numbered skill listings or components (which, when successfully acquired, along with any additional skills listed by a teacher, should lead to mastery of that sub-objective); plus **numbered spaces** to add any additional skills.

In addition to these components, each page lists five Sources of Additional Information from which the teacher(s) might retrieve additional relevant skills. These sources are: (1) Instructor's Ingenuity; (2) Job Inventory Information; (3) Existing Programs in Print; (4) Related References; and (5) Other.

This curriculum guide for teachers is designed to serve as a guide, and not a recipe or cookbook, for generating and developing relevant, age-appropriate curriculum for secondary level handicapped students in five developmental skill areas. It is recommended that every teacher look at each individual student after going through each developmental section and then develop a program based on the needs of that individual student, utilizing all available resources. Each student profile page, in every developmental skill area, has been structured to allow for as much of this flexibility and teacher input as possible.

Career Development: The following four steps should be implemented to insure that the curriculum which will now be used to further instruct the student in additional needed skills (needs assessed through use of the Key Objective Checklist) is relevant and job related.

Step 1: Summarize student skills in the existing developmental areas. The **Student Scan Profile** was developed to provide this summary of the skills in the student's repertoire in four of the five developmental areas of the IEP.

Step 2: Tabulate information from the natural work environment. The **Job Scan Profile** has been developed to summarize the skills necessary for a particular job(s).

Step 3: Match the tabulated job information with existing student skill information and make a decision as to which jobs show a close relationship between the educational curriculum and the actual job. The **SFP/JFP Comparison Form** has been developed to serve this purpose.

Step 4: Develop a curriculum and training program, based on the chosen job(s), the common core of skills, and the specific job information and transfer this information to the Student Skill Profile page under the appropriate heading and objective, thereby expanding the student's training program and insuring relevant, age-appropriate curriculum and realistic employment possibilities.

STAGE 3 (IMPLEMENTATION AND REVISION)

The core of a student's training program is developed through the detailed assessment process outlined in Stages 1 and 2 and should produce a detailed plan for individual instruction utilizing a relevant, age-appropriate curriculum designed to meet the needs of the individual student.

The student's training program is developed around the IEP and ongoing decisions are made as to the various training methods, i.e., simulation, on-job training, and evaluation to use in preparing a student for employment. The evaluation component, however, is built into this model through the objectives and skills listed on the student's profile pages, and ongoing assessment becomes crucial to this process.

The information needed to make a decision about placement and training of the student is described in the background section and in the Business Inventory, Job Listings and Clusters, and Core Skills sections of this book. Major issues that relate to placement and training of students, such as: characteristics of jobs; prerequisites versus correlates; underemployment; age-appropriateness; simulation versus empirical verification; fade in/out; order filling; follow-up; - core skills; matching students with jobs; and job skill inventory information are discussed in these sections.

STRATEGY FOR GENERATING JOB INFORMATION (CASE HISTORY)

The JFP is based upon the author's experiences with communities and businesses in Massachusetts. A narrative history of the process used by the project to establish a place of residence, contact businesses, visit firms, secure information, and organize the accumulated information to assist instructors working with a handicapped population of students is contained in Appendix A.

A variety of available information on possible strategies to use in initiating business contracts, selecting firms, interviewing and inventorying jobs already exists and some references on this information are contained in Appendix B. These materials may provide possible alternatives and strategies for the critical phase of identifying and making community and business contacts.

ORGANIZATION OF THE JOB FUNCTIONAL PROFILE

This inventory strategy should prove extremely helpful to any individual who is in the process of doing his/her own job analysis and who can effectively adapt this strategy to his/her own situation and locality. There are other available resources to draw from which have developed their own skill lists and inventories, i.e., commercial businesses such as McDonald's, Brigham's Ice Cream, Wendy's Hamburgers; hotel and motel chains; task inventory materials; career guidance material, etc. This information can be used with the JFP material when matching a particular student with a job, and as additional resources on the student's IEP.

SUGGESTED STRATEGY FOR IMPLEMENTING JOB FUNCTIONAL PROFILE

A four phase approach for assessing, developing, and transferring relevant job profile information on the student's IEP has been operationalized. The events in each phase of this process are outlined in this section. A detailed description of each phase within the total process can be found in the ensuing individually tabbed sections of this book.

Phase I: Business Inventory (see figure 1)

In the Introduction to this book it was noted that the initial steps to be taken by the teacher, placement counselor or whoever will be assigned to the task of working in the community involve identifying the various firms within the town and jobs within these firms that might provide potential employment possibilities for handicapped individuals.

These firms must be contacted, visited, the information collected, and a master list of jobs within each firm compiled. This is done to assist direct care personnel in making decisions about which jobs would be most appropriate for their students.

Phase I of this book outlines this process. The form, **Job Skill Inventory: Description of Firm**, developed for use during this phase is also described and included with a sample page. Additional copies are also included. For purposes of organization tabbed sections are included after the appendix for filing these accumulated form description forms.

Phase II: Job Listings and Clusters (see figure 1)

In this Phase of the process the teacher, counselor, or whoever is assigned to the task will take an inventory of a particular job or set of separate jobs in a selected firm. It is suggested that this inventory, **Specific Characteristics of Job Located within Firm**, be completed by obtaining answers through: (1) the specific set of questions on the first page, preferably with someone who is performing that job, and more importantly through (2) direct observation of the worker performing the tasks. Through direct observation the evaluator will be compiling information from the two strategy sections in Phase II and III that are crucial in completing a relevant job inventory.

Phase II includes the **Job Scan Profile form**. This profile supplies a quick scan of the job being inventoried, and also serves as a summary sheet for the Core Skills and Job Inventory data. It can also be used to determine whether additional time should be spent with a more extensive job inventory, or whether the job is irrelevant for the student and no further time should be spent on analysis.

The Job Scan Profile is the key to developing the relationship between the Student Profile - SFP and Job Profile - JFP. In the Phase II section of this book sample and blank pages for the profile are provided along with a thorough description of how the Job Scan Profile serves as a crucial link, generating relevant training programs.

Phase III: Core Skill Listings (see figure 1)

This section deals with a suggested strategy for developing the Core Skills. This strategy to delineate core skills is the pivotal point of the Job Functional Profile. This strategy will assist the individual who is doing the inventory in developing a "prenatural environment curriculum," in other words, a curriculum for a simulated setting. What is being suggested is that in collecting the Core of Skills needed for training in a particular job, there is "carry-over" from one training station to another, i.e., there are skills required of a dishwasher which are common to a chambermaid, bus boy, and nurse's aide. There is also "carry-over" from vocational to non-vocational areas, i.e., in training someone to be a nurse's aide you are in fact training him/her to be more independent in her/his own domestic setting.

The strategy that is being proposed and delineated in this section recommends that if the individual job scan indicates that a particular job merits further investigation, the evaluator would inventory jobs that have presumably similar skills, i.e., nurse's aide, chambermaid, part-time domestic. The common core of skills would then be factored out. This information (common core of skills, plus other pertinent information collected from the Specific Characteristics of the Job form) would be transferred onto the student's profile pages in his/her SFP and used as the simulated training program, as these skills seem to be the most easily generalized.

The strategy and process cannot stop here, however. Training on a Core of Skills does not necessarily mean that a person can perform in a specific job. It should not be assumed that training in a simulated setting is going to result in perfect performance in a natural environment without additional training.

Phase IV: Detailed Job Analysis (see figure 1)

Phase IV allows for additional training to take place through the use of the Madison Job Skill Inventory (Belmore, Brown; Madison, Wisconsin). This thorough job skill inventory (reproduced in Phase IV) allows the evaluator to collect additional information geared to the specific characteristics of a job. This information is also transferred onto the student's SFP and is important in determining the issue of simulation versus empirical verification in the natural environment. For example, it aids in making decisions such as when to take the student out to the specific job containing unique characteristics which cannot be simulated, and conduct the training on the site.

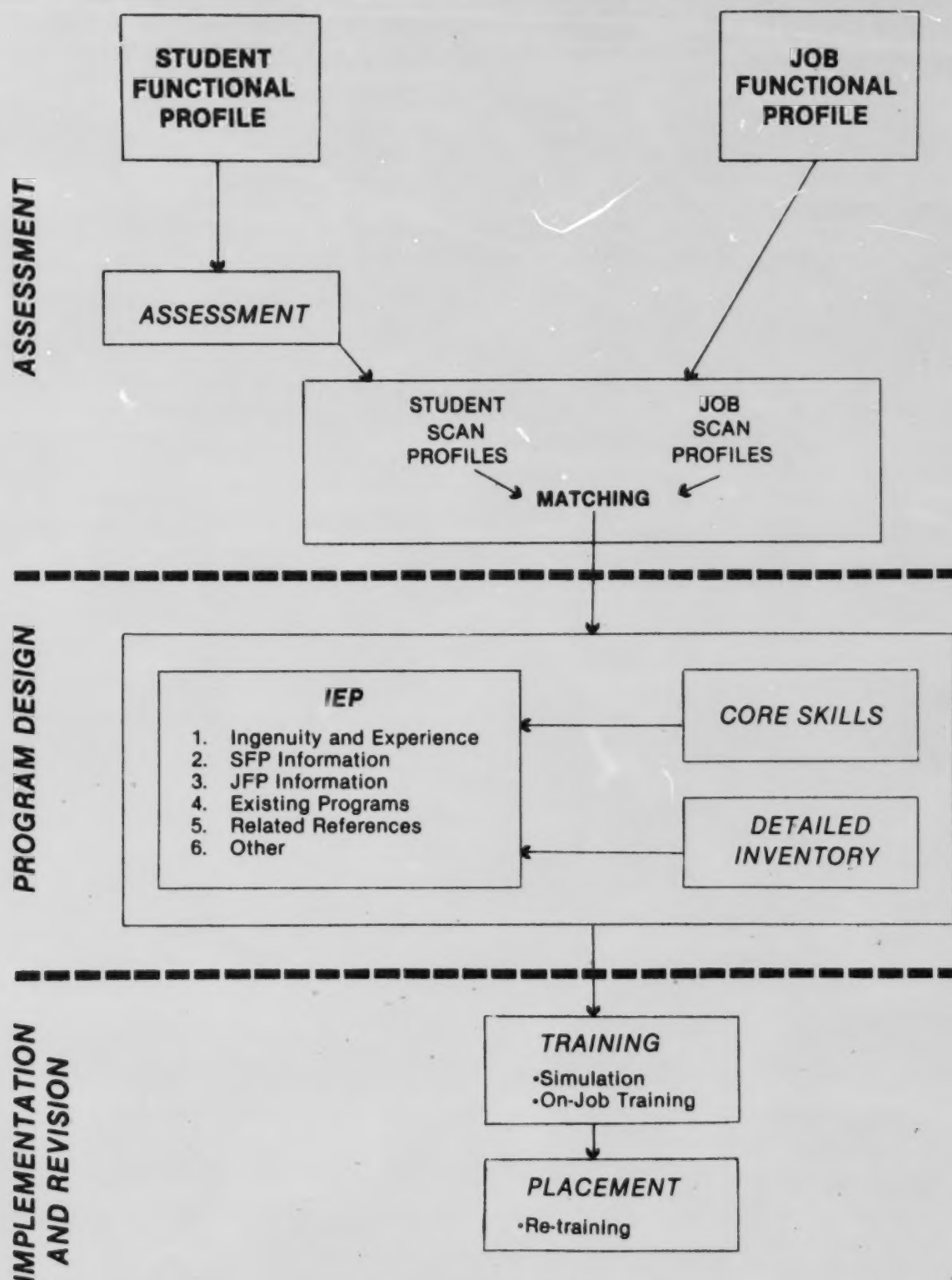
A component must also be built into the program which will allow the teacher, vocational placement counselor, etc. to follow-up and assess whether the student has responded to the unique characteristics of the job.

The following sections will further delineate this strategy and provide both blank forms and examples of the inventory strategy. The category, nurse's aide, will be used in Phase I, II, and III as an example to provide consistency and to illustrate how this format is developed.

Three additional sections have been included to be used as "separators" in organizing information on various jobs.

FIGURE 1

MATCHING STUDENT AND JOB FUNCTIONAL PROFILES



2

BUSINESS INVENTORY

PHASE I: BUSINESS INVENTORY

The strategy presented in Phase I and in all four phases suggests a process that might be followed in obtaining information from the natural environment which, when combined with the student's existing training program, will produce a relevant, age-appropriate curriculum. There are many ways and methods of accumulating this information (for further references see Appendix B), and it is suggested that the reader become thoroughly familiar with these methods, to have the opportunity to choose and localize the appropriate strategies.

The steps taken in Phase I of the Job Functional Profile strategy can be subdivided into a number of components:

1. Business contacts

Develop a list of all businesses in the towns that surround the training site, or in the towns where the students might be located. One way to develop this list is through the local Chamber of Commerce or other service organizations. People working in the rehabilitative services also often have extensive lists. If possible, this list should contain the name, title, address and phone number of an appropriate contact person.

A form letter might be developed as a first step in introducing oneself. Phone contacts can also be made to follow-up on the letter, to decide whether the person is receptive to your needs, and if so, to set up a time when you may visit. It is also a good idea to interview someone who has a broad knowledge of the business, i.e., president, supervisor, etc. on the first visit.

2. Initial visitation

Once a decision has been reached about which businesses to visit and dates and times to set, the evaluator will begin visiting these firms. The skills of the individual(s) who will inventory the business firms and specific jobs will vary from district, therefore it is recommended that this person be familiar with the student population and with the material contained in the Student's SFP. Direct care personnel usually have the best perception of the student's abilities and should be able to formulate judgements on job possibilities. The important point is that this information must be collected if the curriculum which is developed in the SFP is to be relevant and age-appropriate.

Sample pages of the Description of Firm inventory that should be used in the evaluator's initial visit follow. Information can be tabulated under a number of specific headings relating to: the type of firm; jobs done within that firm; the possibilities for on-job training; employment opportunities within the firm; employment procedures; orientation procedures; and space for other pertinent information, such as input by the evaluator on job outlook or commitment of the firm to employing handicapped people, plus notes on jobs located within the firm that hold the most promise.

An example of a completed form inventory, done in a local hospital, is also included.

3. Compile master job lists

As the evaluator begins to accumulate completed Firm Inventory forms, he/she should begin to compile a master list of jobs, separated into occupational categories. Obvious jobs which do not hold promise for students (such as dietetic manager, computer input clerk, or medical assistant) should be removed to allow for a more realistic and manageable list.

4. Staff input and decision

This composite listing with the appropriate notations by the evaluator should then be reviewed with all staff who are working with the students. Decisions should be made on which jobs appear more realistic and, if possible, a determination made about which jobs have common skills and could therefore be clustered together.

An appointment should then be made to revisit each firm selected. It is suggested that more time be allowed for this second visit and that permission be obtained to interview and observe an individual who actually performs the specific job(s).

Document Processing and Bibliographic Workform

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JOB SKILL INVENTORY

SAMPLE FORM

TITLE: DESCRIPTION OF FIRM

OCCUPATIONAL FIELD _____

Evaluator's Name _____

Date of Visit _____

NAME OF FIRM _____

ADDRESS _____

CONTACT PERSON: _____ Telephone number _____

Name of Person Interviewed (his/her job title) _____

TYPE OF ENTERPRISE _____

JOB POSSIBILITIES _____

Must ALL job training be done on the job? _____ YES _____ NO

SPECIFY _____

JOB TRAINING AVAILABLE THROUGH SUBCONTRACT WORK _____ YES _____ NO

If Yes, Specify Pertinent Jobs _____

I. WHAT TO KNOW ABOUT THE EMPLOYMENT OPPORTUNITIES WITHIN THE FIRM

A. Employment Opportunities

1. Number of employees on job _____

2. Expected number hired each year _____

3. Average rate of turnover _____

4. Straight salary, piecework, commission _____

B. Employment Procedures, Policies & Benefits

1. Age of Entry _____
2. Prior experience required _____
3. Apprenticeship required _____
4. Must be trained prior to placement _____
5. Must be trained on job _____
6. Is it possible to have school supervisor present during work? _____ YES _____ NO
EXPLAIN _____

7. Union membership _____
8. Special License requirements _____
9. Organizations open to employees _____
10. Company insurance policy _____
11. Company fringe benefits _____

C. General Orientation Procedures. Characteristics of work environment.

1. Specific safety rules, rules, fire drills, check-in policies, etc. _____

2. Application policies, requirements (i.e., personally fill out; specific words to known on application, etc.:

3. Possible modifications _____
4. Lay-off procedures _____
5. Paycheck procedures _____
6. Available transportation _____ YES _____ NO If Yes, specify possibilities:

JOB SKILL INVENTORY

SAMPLE FORM

TITLE: DESCRIPTION OF FIRM

OCCUPATIONAL FIELD _____

Evaluator's Name _____

Date of Visit _____

NAME OF FIRM Wing Memorial Hospital

ADDRESS Main St. Smithtown U.S.A.

CONTACT PERSON: Mr. John Jones Telephone number _____

Name of Person Interviewed (his/her job title) Mr. John Jones - Administrator

TYPE OF ENTERPRISE Hospital

JOB POSSIBILITIES see attached sheet

Must ALL job training be done on the job? _____ YES _____ NO

SPECIFY Depends on job

JOB TRAINING AVAILABLE THROUGH SUBCONTRACT WORK _____ YES _____ NO

If Yes, Specify Pertinent Jobs _____

I. WHAT TO KNOW ABOUT THE EMPLOYMENT OPPORTUNITIES WITHIN THE FIRM

A. Employment Opportunities

1. Number of employees on job 310

2. Expected number hired each year Approx 89 from 1/76 - 1/77

3. Average rate of turnover 35%

4. Straight salary, piecework, commission salaried or hourly

B. Employment Procedures, Policies & Benefits

1. Age of Entry 16 and over
2. Prior experience required depends on job
3. Apprenticeship required depends on job
4. Must be trained prior to placement depends on job
5. Must be trained on job depends on job
6. Is it possible to have school supervisor present during work? YES NO
EXPLAIN It depends on the Department head
7. Union membership none
8. Special License requirements depends on job
9. Organizations open to employees Spring Fling, Christmas party
10. Company insurance policy Blue Cross/Blue Shield, Life Insurance - 40hrs
11. Company fringe benefits 10 pd holidays, 10 sick days, 1 floating holiday
*Continued at end of form

C. General Orientation Procedures. Characteristics of work environment.

1. Specific safety rules, rules, fire drills, check-in policies, etc. fire plan, disaster plan
safety committee, infection control committee, time card basis
2. Application policies, requirements (i.e., personally fill out; specific words to known on application, etc.):
Hospital application, 3-month probationary period, chest X-ray,
physical and lab work.
3. Possible modifications _____
4. Lay-off procedures None
5. Paycheck procedures _____
6. Available transportation YES X NO If Yes, specify possibilities:

7. Do workers eat and take breaks together? X YES NO

Specify procedures _____

8. Do workers buy or bring lunches? _____ YES _____ NO Specify procedures: _____

Both - cafeteria is available

9. What clothing is usually worn? Nurses have own dress code, street clothes for other workers

10. Orientation procedures for new workers? Inservice director for nurses

11. General social activities of workers (sport teams, clubs, etc.) _____

none

Other Pertinent Information: *Company fringe benefits, continued

3 days off for death in immediate family, 2 10 minute breaks per day, workman's compensation. If employee is hospitalized and has no coverage, hospital will pay 50% of bill for full-time workers and 25% for part-time workers. Discounts available for lab work; retirement plan, annuities are available; leave of absence; accumulated sick time of 480 hours or more can be paid in cash at current rate of salary; annual physical paid by hospital; Pap smear for women employees once a year; EKGs provided each year for all employees over 40.

SAMPLE FORM

JOB POSSIBILITIES

Billing Clerks
Computer Input Clerk
Accounts Clerk
Out/In Patient Clerk
Switchboard Operators
LPN's and RN's
Receptionist - fills out insurance forms
Medical Assistants - assists doctors (formal training required)
Food Service Workers
Food Service Porters
Cook
Cook's Helper
Cook's Assistant
Dietician
Dietetic Manager
Housekeeping Aides
Housekeeping Porters
Seamstress - one day a week employed
Linen Attendant
Lab Technicians
Boiler Attendant
General Maintenance work - replace bulbs, empty waste paper baskets
Medical records messenger - delivers all inter-hospital mail, mimeograph material
Transcriptionist - transcribe all medical records
Chief Clerk
Nurses Aides
Operating Room Supervisors
Secretary to director of nurses
Staffing Clerk - oversees all nursing staff
Central Supply Clerk - orders all hospital instruments
EKG Technician
Orderlies - a program might be instituted within the hospital to train orderlies
Ward Clerk - Clerical work done for each ward, run errands, order stock, sign requisitions, relay messages,
call kitchen for delayed meal trays, work under supervision of head nurse
Pharmacy Technician (LPN)
Pharmacy Clerk
Pharmacy Technician
Physical Therapist (registered)
Physical Therapist Aide
Physical Therapist Assistant
Radiology Transporter - transport patients from bed to radiology and back
Respiratory Workers - all technical

3

JOB LISTINGS AND CLUSTERS

PHASE II

The job skill inventory form, *Specific Characteristics of Job Located Within Firm*, should be used by the evaluator on the second visit to the business firm. Blank pages of his form follow, along with a sample job profile completed on a nurse's aide job at the local hospital described in Phase I. This profile form has three distinct headings: A. *Specific Characteristics of the Job*; B. *Job Scan Profile*; and C. *Core of Skills*.

A. SPECIFIC CHARACTERISTICS OF THE JOB: Information should be assessed through an actual interview with the worker. The accumulated information should be specific to that particular job. In most cases, more detailed information will be given by the worker than is asked for in this section. Often, these questions serve the purpose of "breaking the ice" and helping the worker discuss the job, fellow workers, and even the boss, without much additional prompting. Space has been provided for this additional information if the evaluator finds that it might be helpful. A list should also be made of any equipment, tools, etc. that are used by the worker, and the difficulty of operation.

B. JOB SCAN PROFILE: Some people will choose to use the Job Functional Profile for their own purposes and will not necessarily proceed through the content of the Student Functional Profile. In that situation it may not be necessary for the evaluator to utilize this Job Scan Profile to its full potential. It may only require using this Job Scan Profile for a quick scan of the job and to see if the skills needed are compatible with any student assessed skills. However, it is strongly recommended that anyone using this material fully utilize the Scan Profile as a way to: (1) summarize all inventoried data; (2) summarize all the Core Skills; and (3) develop a relationship between the Student and Job Functional Profiles.

Since the Job Scan Profile can be matched with the Student Scan Profile, it also provides a guide for transferring job skill information from all natural environment sources to the individual profile pages of the Student Functional Profile (identified in each of the SFP profile pages, under Sources of Additional Information).

The author further recommends that, prior to developing the inventories, all job evaluators become familiar with the students involved and with the materials and information contained in the SFP. For example, in order to thoroughly understand what is meant by agility on the job, in addition to his/her own "mind-set," the evaluator must know the terms in which it is addressed in the SFP under Motor Skills. This knowledge will better key the evaluator into a realistic assessment of the student's chances of succeeding in the particular job. It will also save the evaluator time in doing any further assessment if, through this quick scan, the job is too demanding or is unrealistic.

Since some people will not have developed a thorough enough understanding of this strategy and its link to the Student Functional Profile, it seems appropriate to review the strategy that has been detailed in the SFP for linking student skills with job relevant data. The combined Flow Chart illustrating both curriculum and career planning is diagrammed in figure 1 to assist the reader in visually following this strategy.

JOB SKILL INVENTORY

TITLE: SPECIFIC CHARACTERISTICS OF JOB LOCATED WITHIN FIRM

OCCUPATIONAL FIELD _____

Evaluator's Name _____

Date of Visit _____

Facility Name _____

Address _____

Name of person interviewed (his/her job title) _____

Job Title _____

Must job training be done on the job? _____ YES _____ NO Specify _____

Can job requirements be realistically simulated in training program? _____ YES _____ NO

Explain _____

Is job training available through subcontract work? _____ YES _____ NO Explain _____

I. A. SPECIFIC CHARACTERISTICS OF THE JOB:

Days/Hours of employment _____

Number of co-workers, if any _____

Does job require service to the public? _____ YES _____ NO If yes, explain _____

What other jobs are related: _____

Job Title _____

II. B. EQUIPMENT/TOOLS/AGENT USED IN THIS JOB:

Comments:

III. C. CORE OF SKILLS (specific work performed - verb-object format):

Comments:

JOB SKILL INVENTORY

TITLE: SPECIFIC CHARACTERISTICS OF JOB LOCATED WITHIN FIRM

SAMPLE FORM

OCCUPATIONAL FIELD Allied Health - Nurses Aide (DOT #355.878)

Evaluator's Name John Smith

Date of Visit 3/12/77

Facility Name Memorial Hospital

Address Main St. Smithtown, U.S.A.

Name of person interviewed (his/her job title) Mary Jones

Job Title Supervisor of Nurses

Must job training be done on the job? YES X NO Specify Most skills
can be simulated

Can job requirements be realistically simulated in training program? X YES NO
Explain with the vocational set-up at the High School, most skills can be
simulated

Is job training available through subcontract work? YES X NO Explain

I. A. SPECIFIC CHARACTERISTICS OF THE JOB:

Days/Hours of employment

Number of co-workers, if any

Does job require service to the public? X YES NO If yes, explain
In constant contact with and working for public

What other jobs are related: Orderly (355.878)

Other information: 16% turnover; 16yrs to start; prefer training on job;
Must fill out application; located on bus route, ability to communicate

Job Title Nurses Aide

II. B. EQUIPMENT/TOOLS/AGENT USED IN THIS JOB:

Familiar with trays of utensils (knife, fork, spoon)
Cleaning fluids
Must use mop and broom

Comments:

III. C. CORE OF SKILLS (specific work performed - verb-object format):

Lifts objects
Assists people
Serves meals

Comments:

FIGURE 2

STUDENT SCAN PROFILE

Student's Name: _____ Date evaluated: _____		QUANTITATIVE SKILLS (Key Objective)	
MOTOR SKILLS (Key Objective)		Objectives	Number Skills
☐ Basic Locomotor movements I. A. ☐ Non-Locomotor Movements I. B. ☐ Manipulative Movements I. C. ☐ Combined Locomotor, Non-Locomotor and Manipulative Movements I. D.	Coordinated Movements	☐ Quantitative vocabulary I. A. ☐ Counting, reading, writing numbers I. B. ☐ Computation I. C. ☐ Word problems I. D.	Time
☐ Body Control and Awareness II. A. ☐ Visual Skills (discrimination, tracking, figure-ground differentiation) II. B. ☐ Auditory Skills (sound differentiation, auditory tracking, auditory memory) II. C. ☐ Tactile Skills II. D. ☐ Coordinated Perceptual-Motor Skills II. E.	Perceptual-Motor Behaviors	☐ Time II. A. ☐ Dates II. B.	Dates
☐ Endurance for Strenuous Activity III. A. ☐ Arm, Leg and Back Strength III. B. ☐ Agility III. C. ☐ Timing III. D.	Physical Abilities	☐ Money Values III. A. ☐ Making change III. B. ☐ Reading and writing money values III. C. ☐ Other applications (shopping) III. D.	Money
☐ Posture and Carriage IV. A. ☐ Gestures IV. B. ☐ Facial Expressions Expressions IV. C.	Movement Communication	☐ Weight IV. A. ☐ Length IV. B.	Weight/Length
COMMUNICATION SKILLS		Objectives	Other Number Applications
☐ Attending Skills I. A. ☐ Following Directions I. B.	Non-Verbal Response to Spoken Language	☐ Household measurements V. A. ☐ Temperature V. B. ☐ Common dials, gauges and meters V. C.	
☐ Sounds embodied in one-syllable words II. A. ☐ Pronunciation of multisyllabic words II. B. ☐ Articulate Speech II. C.	Articulation	INDEPENDENT LIVING SKILLS	
☐ Supplies information upon request III. A. ☐ Responds to social conversation appropriately III. B.	Simple Spoken Response	Objectives	Using a Telephone
☐ Expresses thoughts in words, phrases and sentences IV. A. ☐ Asks questions IV. B. ☐ Is polite IV. C. ☐ Can describe an experience IV. D. ☐ Interacts conversationally IV. E.	More Complex Verbal Expression	☐ Knows own phone number I. A. ☐ Answers the phone I. B. ☐ Places a phone call I. C. ☐ More complex phone procedures I. D.	
☐ Shows comprehension of more complex spoken language V. A.	Listening	☐ Plans shopping trip II. A. ☐ Selects items II. B. ☐ Makes a purchase II. C. ☐ More complex shopping skills II. D.	Shopping
☐ Can manipulate a writing utensil VI. A. ☐ Has manuscript writing skills VI. B. ☐ Can provide simple information in writing VI. C.	Writing	☐ Walking III. A. ☐ Bicycling III. B. ☐ Using public transportation III. C. ☐ Using a taxi III. D. ☐ Organizes time III. E.	Community Mobility
		☐ Arrival procedures IV. A. ☐ Selecting food IV. B. ☐ Eating food IV. C. ☐ Paying for the meal IV. D.	Eating in Restaurant/Cafeteria
		☐ Clothing repairs V. A. ☐ Clothes pressing V. B. ☐ Shoe Care V. C. ☐ Hand Laundry V. D. ☐ Machine laundry V. E.	Clothing Care
		☐ Planning ahead VI. A. ☐ Procedure upon arrival VI. B. ☐ Filling out application blank VI. C. ☐ Responding to interviewer VI. D.	Applying for a Job

RATING KEY

✓ = Skill Fully Attained
 P = Progress or Partial Attainment
 NP or NA = No Progress or Not Applicable

RATER CODE

T = Teacher
 A = Aide
 P = Parent

C = Rehab couns
 O = Other

CORE OF SKILLS

SAMPLE FORM

NURSE'S AIDE - HOSPITAL

TASKS PERFORMED:

1. Give pre-op teaching if patient is a pre-op.
2. Accompany patient from front office or admissions.
3. Acquaint patient to room.
4. Introduce patient to patient(s) in room.
5. If necessary, assist patient to undress.
6. Weigh patient and take height. (Do not ask weight)
7. List patient's clothes list.
8. Sign clothes list and have patient sign. (If unable have family sign or write unable)
9. Place patient's valuables in safe, and put take on clothes slip.
10. Explain to patient the use of bell, to summon a nurse and use of the remote control of T.V.
11. Take TPR & B/P and record on chart. Report to Team Leader any rash or unusual conditons of patients.
12. Do assessments and care plans.
13. Give mouth wash, teeth pan, assist if necessary.
14. Pass bed pan and urinal (Place urinal if patient is unable to do for himself.)
15. Assist patient in and out of bed.
16. Assist patient to dress if necessary.
17. Assist patient to x-ray or O.R. as necessary.
18. Weight patients as ordered (after Admission).
19. Carry trays to patients - cut meat etc. as necessary.
20. Ask preference of eating in or out of bed.
21. Feed patients when necessary.
22. Collect trays and return to tray truck, noting how patient ate and recording Intake and Output.
23. Pass nourishments if time permits.
24. Fill water pitchers and change glasses daily.
25. Accompany patient to Business Office, then to door, and into car, assisting as necessary. (The hospital's responsibility ends only when the patient is in the car).
26. Strip bed of linen and clean unit.
27. Remove any linen from locker or drawer, and put down laundry chute.
28. Answering patient's signal bell.
29. Arranging patient unit, leaving it clean and well arranged.
30. Caring for flowers.
31. Measuring fluid intake and output; and record.
32. Empty drainage bags and record.
33. Collect urine specimens, including mid-stream, and clean catch.
34. Recognizing the need of having siderails up or down.
35. Placing of air rings.
36. Tub baths and sitz baths.
37. Care of patients in traction or cast.
38. Cleaning articles in utility room.
39. Serving tray nourishments.
40. Cleaning kitchen.
41. Cleanest and acetone urine test.
42. Taking TPR and B/P.
43. Giving fleet, travad, or tapwater as enemas.
44. Preparing patients for O.R.
45. Simple dressings.
46. Hot packs and saline compresses.
47. Assisting patients with using a walker or crutches.
48. Assist with post-operative patients.
49. Good communications techniques.
50. Able to write, spell medical terms.
51. Orientation: 3 days classroom instruction.
2 days clincial instruction.
52. Be able to communicate with family of patient.

AIDES SHOULD NOT:

1. Care for critically ill patients.
2. Care for isolation patients.
3. Care for oxygen tent patients unless instructed.
4. Care for fresh post-operative patients.
5. Care for patients on suction.
6. Handle P.O., I.M., I.V. or instillation type medications.
7. Take doctor's orders.
8. Attend Code 11's without the CPR course.
9. Care for CCU patients.

THE LINK TO JOB RELEVANT CURRICULUM (REVIEW)

To insure that the curriculum which will be used to instruct the student in additional skills (needs assessed through use of Key Objectives Checklist) is relevant and job related, the following four steps should be implemented.:

Step 1: *Summarize student skills in the existing developmental areas.* The Student Scan Profile was developed to provide this overview of skills in a particular student's repertoire in four of the five developmental areas of the IEP.

In the following sample page of a Student Scan Profile (see figure 2, note Job Scan Profile is identical), space is provided at the top for the student's name and date of assessment. Note that the four developmental areas (Motor, Communication, Quantitative, and Independent Living) are sectioned off and captioned. Also, the same list of Key Objectives which appear in the Topic Outline, in the Key Objectives Checklist, and on all the Student Skill Profiles are listed *vertically* along the inside border. These key objectives separate each developmental area into smaller sections (marked with dotted lines). Listed within these sections are the objectives that directly relate to each key objective. These objectives are also found in the Topic Outline and on each page of the Student Skill Profile sheets in each developmental area.

The roman numerals and letters following each objective directly correspond to the objectives which appear in the preceding Key Objectives Checklist section of the SFP. This has been arranged so that the rater(s) can mark the same rating on the Student Scan Profile as on the Key Objective Checklist. Therefore, the ratings should be transferred from the Key Objective Checklist and marked on the proper line which appears prior to the objective and which matches with the same developmental heading, roman numeral and letter. When completely rated, the Student Scan Profile would then provide the teacher, aide, parent, administrator, etc. with an overview or summary of skills in a particular student's repertoire in four of the five developmental areas of the student's IEP.

Step 2: *Tabulate information from the natural work environment.* the Job Scan Profile (figure 3) was developed to summarize skills necessary for a particular job. As noted earlier, this profile is identical to the Student Scan Profile. The objectives are the same to allow for closer comparison with a student's skills and to allow easier access to listing the required job skills in the student profile pages of each developmental area.

Rating Key for Job Scan Profile: There is no unique way to rate job skills. However, in order to ensure consistency throughout the rating process in comparing jobs with students, the following scheme is recommended. This scoring system corresponds with the scoring of the Student Scan Profile found in the SFP.

Access each skill behavior using the following rating scheme:

- ✓ = Skill should be fully attained and consistently demonstrated without reminder
- P = Partial Attainment of this skill is desirable for job success
- NA = This skill is Not Applicable to his job

In the above scheme, notes related to each "P" rating or any other rating where additional comments seem necessary should accompany the Scan Profile on the attached "Characteristics of Job Located within Firm" form. A note should specify in behavioral terms exactly what is required of the worker in terms of the particular skill. It may also necessitate the addition of objectives to various student profile pages of the SFP.

Step 3: *Compare the tabulated job information with existing student skill information and decide which jobs show a close relationship between the educational curriculum and the actual job.* As noted in the prior two steps, the purpose of using the scan profiles is to develop an overview of skills in a particular student's repertoire and to summarize the skills necessary for a particular job.

The purpose of comparing these two statement summaries is for the rater to see what skills the student already has in relation to needed skills for a particular job and then to decide if training and placement is appropriate. For example, if the student possesses 60% of the skills necessary for a comparable job, training efforts would be concentrated on simulation and on-job training for the job where he/she already has 60% of the skills.

Process for Matching: The Student and Job Scan Profiles can be compared for possible matches. Prior to any decision on job training, a wide range of jobs should be extracted from the JFP and matched with the student's scan profile. Some examples of *close relationships* between educational curriculum (Student Scan Profile) and actual jobs (Job Scan Profiles) in the community can be found in Appendix B. Also, in Appendix A are examples which are *less close* or show *no relationship* between the Student and Job Scan Profiles.

The discrepancy between the match of student skills and job requirements needs to be reconciled by training. Therefore, as the margins of the two forms are compared, all that need be recorded is the level of student skill and the required level of development that is called for by the specific job.

A summary form, the *SFP/JFP Comparison Form*, has been developed to serve this purpose. This summary form (see figure 4) may be used in two ways: to periodically record the progress of the student in meeting the requirements of a particular job; or to initially assess the match between a student's skills and several alternative jobs for which she/he might prepare. In either case the information is in a form suitable for use with parents, students and potential employers.

To mark the comparison form, it is recommended that one record the present and required level of development, e.g., P/✓. This method reflects the magnitude of the gap in skills and may be useful in showing student progress over a period of time. Additional notational methods (of your choice) can also be utilized.

When matching jobs and skills, it is important to obtain additional information about these jobs from the lists of common core skills and job skill inventories located in the JFP. Any training decision should be made in conjunction with all people involved i.e. student, teacher, aide, parent, resource people, administration, etc.

Step 4: A curriculum and training program (see figure 5), based on the chosen profession(s), along with a common Core of Skills and job information, should be developed and each developmental area in the student's IEP expanded, thereby insuring relevant, age-appropriate curriculum, and realistic employment possibilities. The objectives in each Job Scan Profile can be matched with those found in the pages of the Student Skill Profile sheets in the student's IEP. Transfer of job information onto these profile sheets from the Job Scan Profile pages requires the instructor to locate the proper titles, key objectives and objectives within a particular developmental area and then to list the required job skills under that objective and as additions to the existing detailed skill list. It is important that this detailed list on each profile page contain information added by the instructor or other resource people, from his/her own background of information, plus additional skills from existing programs in print, related references, and any other sources deemed relevant.

JFP JOB SCAN PROFILE

FIGURE 3

Student's Name _____

Date evaluated: _____

MOTOR SKILLS

(Key Objective)

Objectives

- _____ Basic Locomotor movements I. A.
- _____ Non-Locomotor Movements I. B.
- _____ Manipulative Movements I. C.
- _____ Combined Locomotor, Non-Locomotor and Manipulative Movements I. D.

Coordinated Movements

- _____ Body Control and Awareness II. A.
- _____ Visual Skills (discrimination, tracking, figure-ground differentiation) II. B.
- _____ Auditory Skills (sound differentiation, auditory tracking, auditory memory) II. C.
- _____ Tactile Skills II. D.
- _____ Coordinated Perceptual-Motor Skills II. E.

Perceptual-Motor Behaviors

- _____ Endurance for Strenuous Activity III. A.
- _____ Arm, Leg and Back Strength III. B.
- _____ Agility III. C.
- _____ Timing III. D.

Physical Abilities

- _____ Posture and Carriage IV. A.
- _____ Gestures IV. B.
- _____ Facial Expressions Expressions IV. C.

Movement Communication

COMMUNICATION SKILLS

Objectives

- _____ Attending Skills I. A.
- _____ Following Directions I. B.

Non-Verbal Response to Spoken Language

- _____ Sounds embodied in one-syllable words II. A.
- _____ Pronunciation of multisyllabic words II. B.
- _____ Articulate Speech II. C.

Articulation

- _____ Supplies information upon request III. A.
- _____ Responds to social conversation appropriately III. B.

Simple Spoken Response

- _____ Expresses thoughts in words, phrases and sentences IV. A.
- _____ Asks questions IV. B.
- _____ Is polite IV. C.
- _____ Can describe an experience IV. D.
- _____ Interacts conversationally IV. E.

More Complex Verbal Expression

- _____ Shows comprehension of more complex spoken language V. A.

Listening

- _____ Can manipulate a writing utensil VI. A.
- _____ Has manuscript writing skills VI. B.
- _____ Can provide simple information in writing VI. C.

Writing

RATING KEY

- ✓ = Skill Fully Attained
- P = Progress or Partial Attainment
- NP or NA = No Progress or Not Applicable

RATER CODE

- T = Teacher
- A = Aide
- P = Parent

QUANTITATIVE SKILLS

(Key Objective)

Objectives

- _____ Quantitative vocabulary I. A.
- _____ Counting, reading, writing numbers I. B.
- _____ Computation I. C.
- _____ Word problems I. D.

Number Skills

- _____ Time II. A.
- _____ Dates II. B.

Time Dates

- _____ Money Values III. A.
- _____ Making change III. B.
- _____ Reading and writing money values III. C.
- _____ Other applications (shopping) III. D.

Money

- _____ Weight IV. A.
- _____ Length IV. B.

Weight Length

- _____ Household measurements V. A.
- _____ Temperature V. B.
- _____ Common dials, gauges and meters V. C.

Other Number Applications

INDEPENDENT LIVING SKILLS

Objectives

- _____ Knows own phone number I. A.
- _____ Answers the phone I. B.
- _____ Places a phone call I. C.
- _____ More complex phone procedures I. D.

Using a Telephone

- _____ Plans shopping trip II. A.
- _____ Selects items II. B.
- _____ Makes a purchase II. C.
- _____ More complex shopping skills II. D.

Shopping

- _____ Walking III. A.
- _____ Bicycling III. B.
- _____ Using public transportation III. C.
- _____ Using a taxi III. D.
- _____ Organizes time III. E.

Community Mobility

- _____ Arrival procedures IV. A.
- _____ Selecting food IV. B.
- _____ Eating food IV. C.
- _____ Paying for the meal IV. D.

Eating in Restaurant/Cafeteria

- _____ Clothing repairs V. A.
- _____ Clothes pressing V. B.
- _____ Shoe Care V. C.
- _____ Hand Laundry V. D.
- _____ Machine laundry V. E.

Clothing Care

- _____ Planning ahead VI. A.
- _____ Procedure upon arrival VI. B.
- _____ Filling out application blank VI. C.
- _____ Responding to interviewer VI. D.

Applying for a Job

- C = Rehab. couns
- O = Other

FIGURE 4

Job Title _____

- _____ Basic Locomotor Movements
- _____ Non-Locomotor Movements
- _____ Manipulative Movements
- _____ Combined Locomotor, Non-Locomotor and Manipulative Movements
- _____ Body Control and Awareness
- _____ Visual Skills (discrimination, tracking, figure-ground differentiation)
- _____ Auditory Skills (sound differentiation, auditory tracking, auditory memory)
- _____ Tactile Skills
- _____ Coordinated Perceptual-Motor Skills

- Endurance for Strenuous Activity
Arm, Leg and Back Strength
Agility
Timing

- ## Posture and Carriage
- ## Gestures
- ## Facial Expressions

Attending Skills
Following Directions

- Sounds embodied in one-syllable words
Pronunciation of multisyllabic words
Articulate Speech

- Supplies information upon request
- Responds to social conversation appropriately

- Expresses thoughts in words, phrases and sentences
- Asks questions
- Is polite
- Can describe an experience
- Interacts conversationally

- Shows comprehension of more complex spoken language

- Can manipulate a writing utensil
- Has manuscript writing skills
- Can provide simple information in writing

[illegible]

= Skill Fully Attained
 P = Progress or Partial Attainment
 NP or NA = No Progress or Not Applicable

T = Teacher
A = Aide
P = Parent

QUANTITATIVE SKILLS

- Quantitative vocabulary
- Counting, reading, writing numbers
- Computation
- Word problems

- Quantitative Skills**
- Quantitative vocabulary
 - Counting, reading, writing numbers
 - Computation
 - Word problems

- ## Time Dates

- _____ Money Values
- _____ Making change
- _____ Reading and writing money values
- _____ Other applications (shopping)

- _____ Weight
_____ Length

- _____ Household measurements
- _____ Temperature
- _____ Common dials, gauges and meters

- _____ Knows own phone number
- _____ Answers the phone
- _____ Places a phone call
- _____ More complex phone procedures

- _____ Knows own phone number
 _____ Answers the phone
 _____ Places a phone call
 _____ More complex phone procedures

- _____ Plans shopping trip
- _____ Selects items
- _____ Makes a purchase
- _____ More complex shopping skills

- _____ Walking
- _____ Bicycling
- _____ Using public transportation
- _____ Using a taxi
- _____ Organizes time

- Arrival procedures
- Selecting food
- Eating food
- Paying for the meal

- Clothing repairs
Clothes pressing
Shoe Care
Hand laundry
Machine laundry

- Planning ahead
- Procedure upon arrival
- Filling out application blank
- Responding to interviewer

[illegible]

FIGURE 5

JOBS WITH CLOSE RELATIONSHIP

**STUDENT SCAN PROFILE
JOB SCAN PROFILE MATCH**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Comments:

TRAINING PROGRAM FOR STUDENT

(Transfer appropriate information onto Student Skill Profile Sheets of IEP)

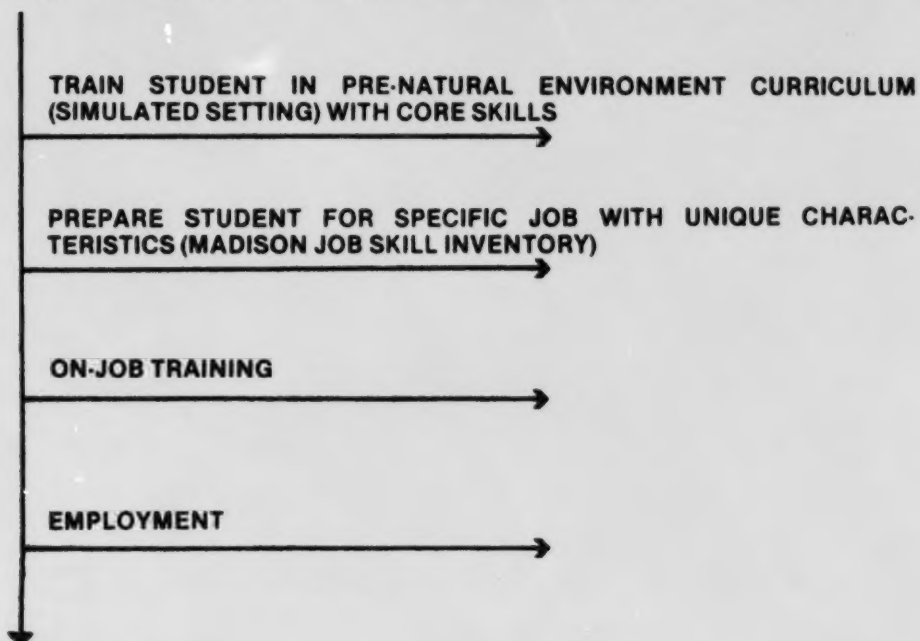


FIGURE 5

JOBS WITH CLOSE RELATIONSHIP

**STUDENT SCAN PROFILE
JOB SCAN PROFILE MATCH**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Comments:

TRAINING PROGRAM FOR STUDENT

(Transfer appropriate information onto Student Skill Profile Sheets of IEP)

**TRAIN STUDENT IN PRE-NATURAL ENVIRONMENT CURRICULUM
(SIMULATED SETTING) WITH CORE SKILLS**

**PREPARE STUDENT FOR SPECIFIC JOB WITH UNIQUE CHARAC-
TERISTICS (MADISON JOB SKILL INVENTORY)**

ON-JOB TRAINING

EMPLOYMENT

4

CORE SKILL LISTINGS

PHASE III

The evaluator should do an initial "quick scan" (Job Scan Profile) of the potential job to assess its relevance for further investigation. If the job appears to be compatible with skills the student has already attained or can possibly attain, the evaluator should compile a list of the Core Skills required by the job.

Through prior interaction with the direct-care staff during Phases I and II of this strategy, the evaluator should already have developed "clusters" of jobs with "carry-over" skills. These job clusters should be inventoried and Core Skills listed for each occupation. It may be a cluster which includes a dishwasher, bus boy, chambermaid, and janitor; or a cluster of jobs extracted from Health Care Facilities, i.e., hospitals, rest homes, nursing homes, etc.

Once these lists have been developed, the evaluators should array the skills vertically and factor out those which are common to each other. An example of how a common Core of Skills might be developed for a nurse's aide is demonstrated in the following example. Note in this example that valuable information was also extracted from additional references such as task analysis information, career computer sheets, and the Task Inventory Exchange located at Ohio State University. Listings such as these are quite common and should be localized to the real world surroundings. Appendix B contains a number of these references to assist the reader. In Appendix C examples can be found of other Core Skill listings for bus boy, greenhouse worker, garden center worker, dishwasher, janitor, stock person and produce wrapper.

This strategy for delineating Core Skills will equip the teacher with a curriculum for a stimulated setting. All staff involved with teaching the students should next involve themselves in Step 3 of the process summarized in Phase II (Job Listings and Clusters). Students' skills (Student Scan Profile) should be compared with the job's requirements (Job Scan Profile). Decisions should be reached on relevant jobs for each student, and the anticipated length of simulation training necessary.

The Core Skill information for those jobs selected should be transferred onto the student's SFP. The objectives under which they will be listed will be dictated by the objectives listed in the Job Scan Profile. For example, if it is necessary to have some degree of agility on the job, this additional job skill information would go under that objective, in the Motor section of the Student Functional Profile.

As Student and Job Scan Profile are identical transfer of Core Skill information onto the student's profile sheets would follow, as in the previous example of the instructor locating the proper section, in this case Motor Skills; then the key objectives Physical abilities, and objective Agility. The appropriate Core Skill would then be listed under that objective as an addition to the existing detailed skill list.

This process should be followed with even more detailed information. If, for some reason, it is difficult to find a particular objective to list skills under, additional pages and developmental sections can be developed. The reader is reminded that this is a strategy and just one way of developing curriculum. The reader is encouraged to expand, revise and eliminate to suit the needs.

CORE SKILLS REQUIRED FOR A NURSE'S AIDE

NURSE'S AIDE COMMONALITIES

1. Takes patient's temperature
2. Takes patient's blood pressure
3. Takes patient's pulse rate
4. Gives and removes bed pan
5. Assists in admission, discharge and transfer of patients
6. Assists patient in and out of bed
7. Assists in dressing and undressing of patient
8. Administers enemas
9. Measures and records fluid intake and output
10. Collects urine specimens
11. Carries trays to patients - cuts meat, etc. if necessary
12. Feeds patients if necessary
13. Makes sure patient has fresh water and changes glasses daily
14. Assists in denture care
15. Passes nourishments to patient
16. Gives back rubs to patient
17. Makes sure patient's call bell is in reach of patient
18. Assists in turning patient
19. Answers patient call buttons
20. Asks preference of eating in or out of bed
21. Collects trays and returns to tray truck
22. Notes how patient ate
23. Records intake of food

ADDITIONAL SKILLS REQUIRED BY HEALTH CARE CENTER

1. Sets up steam inhalations
2. Conducts sugar and acetone tests on urine specimens
3. Sets up aquamatic K-pads
4. Prepares patients for examinations by doctors
5. Assists in rehabilitation procedures and activities
6. Gives or assists with post mortem care
7. Cleans and maintains equipment used on unit
8. Maintains utility and nourishment rooms and linens closet in clean and orderly condition
9. May act as messenger to other departments or perform clerical duties on the unit
10. May assist with orientation and training of new nurse assistants
11. Keeps confidential all information concerning the patients

ADDITIONAL SKILLS REQUIRED BY NURSING HOME

1. All patients in bed for nap are taken out of bed
2. Changes soiled diapers
3. Places trays in front of out of bed patients
4. Washes soiled diapers
5. Straighten and change all soiled linens
6. Applies vaseline to buttocks and plex to the heels and applies vaseline to any other reddened areas
7. Makes sure all bed cranks are pushed down under beds
8. Positions patients well - pull up to head of bed; makes sure nite lite works by switching at door

ADDITIONAL SKILLS REQUIRED BY MEMORIAL HOSPITAL

1. Gives pre-op teaching if patient is a pre-op
2. Introduce patient to patient(s) in room
3. Weighs patient and takes height
4. Records weight and height
5. Lists patient's clothes

6. Signs patient's list and has patient sign the list
7. Places patient's valuables in safe
8. Records patient's valuables in clothing list
9. Does assessments and care plans
10. Removes any linen from locker or drawer and puts it down the laundry chute
11. Arranges patient's unit
12. Cares for patient's flowers
13. Empties drainage bags and records
14. Recognizes the need of having siderails up or down
15. Places air rings
16. Assists in tub baths
17. Assists in bed baths
18. Assists in sitz baths
19. Cares for patient in traction or cast
20. Cleans kitchen area

ADDITIONAL SKILLS LISTED IN CAREER GUIDANCE PACS

1. Ventilates room or ward
2. Shaves patient for hygienic purposes
3. Provides treatment for decubitus
4. Reads to patient
5. Assists in the administration of the tube feeding under the direction of nursing and medical staff
6. Assists nursing staff in catheterization
7. Positions patient for postural drainage
8. Suctions patient's respiratory passage
9. Prepares solutions and equipment for irrigation
10. Employs restraints as directed

11. Performs isolation and aseptic techniques and general cleaning duties
 - a. Performs isolation techniques
 - b. Performs aseptic techniques
 - c. Cleans, sterilizes and/or assembles surgical and sterile treatment instruments and supplies into packs
 - d. Maintains cleanliness and order of treatment, examination and/or operating rooms
 - e. Cleans rooms, wards and hallways
 - f. Cleans service areas or units, machinery and general cleaning
12. Takes inventory of unit supplies
13. Handles stock and supply requisitions
14. Obtains, delivers, stocks and maintains supplies
15. Answers the telephone
16. Bathes, weighs, dresses and feeds newborn babies
17. Administers first aid.
18. Educates patient in self-administered procedures
19. Prepares patient for occupational therapy, physical therapy, speech therapy
20. Folds and puts away dry laundry left in laundry room
21. Replenishes powders and lotions

ADDITIONAL SKILLS ON CAREER COMPUTER SHEETS

1. Removes and stores medications brought in by patient
2. Assists patient into and transports patient on litter.
3. Assists patient into wheelchair and transports patient
4. Gives patient a shower
5. Disinfects patient unit
6. Properly disposes of used syringes and needles
7. Assists patient on crutches
8. Prepares bed and bedside for post surgical patient
9. Makes up both occupied and unoccupied beds
10. Shampoos hair of bed-ridden patients
11. Administers vaginal douche to patient

ADDITIONAL SKILLS LISTED ON MICROFICHE

1. Adjusts height of bed
2. Informs patient of smoking regulations
3. Proper use of sheepskins and lamb wool pads
4. Proper use of footboard
5. Cares for or assists patient in toe and fingernail care
6. Proper use of trochanter rolls, sandbags
7. Alternates pressure mattresses
8. Prepares patient to see clergy
9. Assists patient to dangle
10. Applies and removes braces
11. Operates circle bed
12. Assists patient in Buerger's exercise
13. Regulates intravenous fluids
14. Discontinues intravenous fluids
15. Assists patient in use of bedside commode
16. Applies ice bags
17. Applies heat cradles
18. Administers alcohol baths
19. Reads and obtains information from charts
20. Obtains guidance from head nurse
21. Attends unit reports
22. Gives information to personnel
23. Obtains information from family
24. Talks with supervisor to obtain guidance
25. Records physician's orders
26. Attends nursing care conferences
27. Writes reports on accidents, incidents
28. Attends demonstrations of procedures and equipment
29. Checks working order of equipment
30. Inventories emergency supplies, equipment and drugs
31. Uses mechanical devices (Hoyer lift) to move patient

JOB SKILL INVENTORY

TITLE: SPECIFIC CHARACTERISTICS OF JOB LOCATED WITHIN FIRM

OCCUPATIONAL FIELD _____

Evaluator's Name _____

Date of Visit _____

Facility Name _____

Address _____

Name of person interviewed (his/her job title) _____

Job Title _____

Must job training be done on the job? _____ YES _____ NO Specify _____

Can job requirements be realistically simulated in training program? _____ YES _____ NO

Explain _____

Is job training available through subcontract work? _____ YES _____ NO Explain _____

I. A. SPECIFIC CHARACTERISTICS OF THE JOB:

Days/Hours of employment _____

Number of co-workers, if any _____

Does job require service to the public? _____ YES _____ NO If yes, explain _____

What other jobs are related: _____

Job Title _____

II. B. EQUIPMENT/TOOLS/AGENT USED IN THIS JOB:

Comments:

III. C. CORE OF SKILLS (specific work performed - verb-object format):

Comments:

JFP JOB SCAN PROFILE

Student's Name _____
Date evaluated _____

MOTOR SKILLS

(Key Objective)

Objectives

- ___ Basic Locomotor movements I. A.
- ___ Non- Locomotor Movements I. B.
- ___ Manipulative Movements I. C.
- ___ Combined Locomotor, Non- Locomotor and Manipulative Movements I. D.

Coordinated Movements

- ___ Body Control and Awareness II. A.
- ___ Visual Skills (discrimination, tracking, figure-ground differentiation) II. B.
- ___ Auditory Skills (sound differentiation, auditory tracking, auditory memory) II. C.
- ___ Tactile Skills II. D.
- ___ Coordinated Perceptual-Motor Skills II. E.

Perceptual-Motor Behaviors

- ___ Endurance for Strenuous Activity III. A.
- ___ Arm, Leg and Back Strength III. B.
- ___ Agility III. C.
- ___ Timing III. D.

Physical Abilities

- ___ Posture and Carriage IV. A.
- ___ Gestures IV. B.
- ___ Facial Expressions Expressions IV. C.

Movement Communication

COMMUNICATION SKILLS

Objectives

- ___ Attending Skills I. A.
- ___ Following Directions I. B.

Non-Verbal Response to Spoken Language

- ___ Sounds embodied in one-syllable words II. A.
- ___ Pronunciation of multisyllabic words II. B.
- ___ Articulate Speech II. C.

Articulation

- ___ Supplies information upon request III. A.
- ___ Responds to social conversation appropriately III. B.

Simple Spoken Response

- ___ Expresses thoughts in words, phrases and sentences IV. A.
- ___ Asks questions IV. B.
- ___ Is polite IV. C.
- ___ Can describe an experience IV. D.
- ___ Interacts conversationally IV. E.

More Complex Verbal Expression

- ___ Shows comprehension of more complex spoken language V. A.

Listening

- ___ Can manipulate a writing utensil VI. A.
- ___ Has manuscript writing skills VI. B.
- ___ Can provide simple information in writing VI. C.

Writing

RATING KEY

- ✓ = Skill Fully Attained
- P = Progress or Partial Attainment
- NP or NA = No Progress or Not Applicable

RATER CODE

- T = Teacher
- A = Aide
- P = Parent

QUANTITATIVE SKILLS

(Key Objective)

Objectives

- ___ Quantitative vocabulary I. A.
- ___ Counting, reading, writing numbers I. B.
- ___ Computation I. C.
- ___ Word problems I. D.

Number Skills

- ___ Time II. A.
- ___ Dates II. B.

Time Dates

- ___ Money Values III. A.
- ___ Making change III. B.
- ___ Reading and writing money values III. C.
- ___ Other applications (shopping) III. D.

Money

- ___ Weight IV. A.
- ___ Length IV. B.

Weight Length

- ___ Household measurements V. A.
- ___ Temperature V. B.
- ___ Common dials, gauges and meters V. C.

Other Number Applications

INDEPENDENT LIVING SKILLS

Objectives

- ___ Knows own phone number I. A.
- ___ Answers the phone I. B.
- ___ Places a phone call I. C.
- ___ More complex phone procedures I. D.

Using a Telephone

- ___ Plans shopping trip II. A.
- ___ Selects items II. B.
- ___ Makes a purchase II. C.
- ___ More complex shopping skills II. D.

Shopping

- ___ Walking III. A.
- ___ Bicycling III. B.
- ___ Using public transportation III. C.
- ___ Using a taxi III. D.
- ___ Organizes time III. E.

Community Mobility

- ___ Arrival procedures IV. A.
- ___ Selecting food IV. B.
- ___ Eating food IV. C.
- ___ Paying for the meal IV. D.

Eating in Restaurant/Cafeteria

- ___ Clothing repairs V. A.
- ___ Clothes pressing V. B.
- ___ Shoe Care V. C.
- ___ Hand Laundry V. D.
- ___ Machine laundry V. E.

Clothing Care

- ___ Planning ahead VI. A.
- ___ Procedure upon arrival VI. B.
- ___ Filling out application blank VI. C.
- ___ Responding to interviewer VI. D.

Applying for a Job

5

DETAILED JOB ANALYSIS

PHASE IV DETAILED JOB ANALYSIS

As simulation or the prenatal environment curriculum is being taught, work in the community *must* continue. It is important to remain in contact with businesses that have indicated interest in order to quickly assess when openings might occur and which jobs they will be.

As placement becomes more realistic for the student, it must be realized that training in a Core of Skills does not necessarily mean that a person can perform in any specific job. In most instances more detailed job information must be obtained which is *localized* to that shop, factory, office, restaurant, hospital.

In Phases I, II and III of this book strategies have been presented that will assist people in contacting and visiting businesses, compiling master job lists, and selecting appropriate jobs (Phase I). In Phase II, strategies center around developing an inventory to collect characteristics of specific jobs, utilizing a Job Scan Profile to link relevant job data with a student's curriculum. Phase III describes the process for developing Core Skills to use as simulated curriculum models.

Phase IV calls for a detailed skill inventory, if necessary. This aspect of the job skill inventory has already been delineated by other projects and programs. In an attempt to save some time and not re-invent the wheel, as many tasks and skill inventories as possible were critiqued and the one which accomplished the task of thoroughly "breaking down" required job skills and all other areas so necessary in training the handicapped potential worker were selected.

The strategy selected and included here was prepared by Dr. Lou Brown and Mr. Ken Belmore at the University of Wisconsin in Madison. A *Job Skill Inventory Strategy for Use in a Public School Vocational Training Program for Severely Handicapped Potential Workers* should prove valuable to the reader as a format for further development of a detailed curriculum for handicapped students.

The entire article is included with an outline of the strategy and an example of one job: dishwasher. This job is extensively broken down. Additional job breakdowns can be secured by writing Dr. Lou Brown at the University of Wisconsin, School of Education, Department of Studies in Behavioral Disabilities, Madison, Wisconsin.

This additional information, gained from the detailed job analysis, should also be transferred onto the appropriate student profile pages.

The final step in training is to take the student to the specific job to train the student to function successfully within that job. This step is dictated in part by the Core Skill training, available resources within the simulated setting, and fade in and out decisions by the instructor.

Follow-up is critical also as students may need to be retrained if the student (worker) is promoted, becomes unemployed or decides to change jobs.

A Job Skill Inventory Strategy for Use in a Public School Vocational Training Program for Severely Handicapped Potential Workers¹

Ken Belmore and Lou Brown²

Madison Public Schools and University of Wisconsin

Most people have unfortunately low productive expectations regarding the ultimate vocational functioning capabilities of severely handicapped workers. These generally low levels of productive expectation are particularly noticeable when compounded with many other social, economic and emotional factors particularly when severely handicapped citizens compete for jobs that are generally reserved for non-handicapped workers.

Historically, there have been many reasons offered to explain why severely handicapped citizens have not been considered viable members of the competitive labor pool. The first reason offered is that jobs are limited for non-handicapped workers and as they require fewer accommodations, they should be given priority. Second, in many situations the general vocational performance of mildly handicapped workers has not been marked by overwhelming success. Thus, it is argued that if mildly handicapped workers have failed in a particular vocational setting, severely handicapped workers cannot be expected to succeed. Third, severely handicapped students have rarely manifested the general developmental repertoires necessary to function effectively in all but the most banal and sheltered vocational environments. Fourth, it has been assumed that non-handicapped workers, for a variety of reasons, would resist or resent working on the same job with severely handicapped workers.

Those persons primarily responsible for the longitudinal development of adult functioning skills of severely handicapped students are aware that all persons are equal. They are also aware, however, that on selected dimensions, some persons are "more equal" than others. Only after a long hard struggle will our society be arranged so that handicapped and non-handicapped citizens have equal employment opportunities. In addition, those directly responsible for the development of severely handicapped citizens are aware that in the past most of the effort, glamour and resources of the human services movement have been focused upon securing competitive employment and semi-sheltered private and civil service employment for *mildly* handicapped citizens. These factors have often discouraged direct training personnel from creative attempts at program improvement.

On the other hand, persons attempting to generate longitudinal developmental services for severely handicapped citizens cannot wait for a more favorable "employment climate" before they design educational services that contribute to the development of marketable vocational skills. Indeed, they would be remiss if they did wait because in the near future severely handicapped citizens will function in heterogeneous public communities all over the nation for all of their adult lives. Stated another way, persons working with severely handicapped students are responsible for developing the maximum number of vocational skills and employment opportunities, however remote competitive employment appears at any given point in developmental space for any given student. If educators can provide severely handicapped students with marketable work skills who in turn can demonstrate "on the job" success, it follows that more and more people will eventually develop higher and higher levels of productive expectation.

REASONS FOR USING THE JOB INVENTORY STRATEGY

There are literally thousands of adult functioning skills, attitudes, and values that contribute to the sustained vocational success of any worker. The primary focus here, however, will be on the delineation of selected factors in the work environment that seem basic and vital to the vocational success of severely handicapped workers. Some of the primary reasons for focusing upon such factors are presented below.

First, it is assumed that before public school personnel can teach vocational skills and severely handicapped students can be hired as workers, it is essential that methods of analyzing jobs potentially available to severely handicapped workers be developed. There are many job analysis techniques available that have varying degrees of applicability to the training and employment of severely handicapped students. However, to our knowledge, a vocational assessment instrument that has been generally validated for use with severely handicapped students is currently unavailable. As a generally validated vocational assessment instrument is currently unavailable, and as educators must now assume the responsibility for the development of the adult functional skills of severely handicapped students, it is imperative that educators design relevant strategies for delineating the vocational and related skills severely handicapped students must acquire.

Second, by focusing upon the delineation of selected factors in the work environment that seem basic and vital to the vocational performance of severely handicapped students, the process necessary to develop functional secondary level vocational preparation models and curricula for use in public schools will be initiated. One strategy that seems tenable when one relates to the process of developing functional vocational preparation public school models and curricula would be to conduct relatively precise skill analyses of specific community jobs for which severely handicapped students might be trained.

When job analyses have been conducted, teachers will have access to a reasonably comprehensive listing of many of the subskills required for successful performance on a variety of specific jobs. In effect, a job skill inventory strategy might serve a naturalizing function in a curriculum building model which attempts to delineate subskills and other related job requirements from the observation of workers performing actual jobs. Subsequently, the information secured from the job analyses can be compared to existing educational curricula in an attempt to determine the discrepancies between the general skills repertoires required to perform successfully on actual jobs and the skills generated from existing curricula. Educational curricula can then be modified and attempts can be made to teach severely handicapped students the appropriate skills.

Obviously, this strategy for assessing the differences between workers and jobs is not novel. However, it is our suspicion that severely handicapped students present problems of degree as well as kind, and that the degree of precision and comprehensiveness required when one is conducting a job analysis for severely handicapped students is greater than the degree of precision and comprehensiveness required for the analysis of jobs for less handicapped or non-handicapped students.

Third, the skill inventory strategy may surface precise job criteria which can be made available to workers, parents, teachers and employers. Thus, from a precise evaluation of a particular job, employers can determine the specific skills needed. Teachers and parents can determine the specific skills in the student's current repertoire, and the skills that must be taught. The potential workers and their parents can be given precise information regarding realistic probabilities of employment on a particular job.

Fourth, a cluster of precise inventories might provide vital information to teachers of *young* severely handicapped students in that those inventories may delineate many of the concrete skills and attitudes necessary for later successful performance on a variety of potential jobs. Undoubtedly many concrete skills will reoccur in many inventories and those core or critical skills and attitudes could be incorporated into the educational curricula of young students.

Fifth, precise skill inventories will help delineate the specific criteria necessary for successful job performance. With this vital information, teachers can design and implement instructional programs that systematically build the vocational skill repertoires to acceptable community criteria. Without actual job performance criteria teachers can only *infer* the performance criteria a worker will need when actually placed on a job.

BASIC ASSUMPTIONS OF THE JOB SKILL INVENTORY STRATEGY

There are at least three basic assumptions that relate to the use of job skill inventory strategies for severely handicapped students. First, it is assumed that successful and durable performance on a job is just as much a function of transportation, social, emotional and health maintenance skills as it is a function of the ability to perform specific job tasks. Therefore, those responsible for the vocational preparation of severely handicapped students need to design training strategies to insure that severely handicapped students acquire the constellation of social-vocational-domestic-leisure skills necessary to function as independently as possible in adulthood.

Second, the degree of inference a teacher can allow regarding the performance of severely handicapped students is less than the degree of inference a teacher can make regarding the performance of mildly handicapped students. That is, it must be empirically demonstrated that severely handicapped students have the repertoires necessary for durable functioning in *natural* vocational settings. If severely handicapped students are taught to perform successfully on simulated or even actual tasks in public school buildings, teachers cannot make the inference that those students will perform the same task in natural work settings. If severely handicapped students perform acceptably for 45 minutes or for three hours per day, it cannot be inferred that they will perform acceptably for 40 hours per week indefinitely.

Third, if the severely handicapped students progressing through our school systems now are to be better prepared than their predecessors, massive changes over long periods of time in traditional public school practices will be necessary. Stated another way public schools must systematically develop service models that provide for the career education needs of severely handicapped persons.

Finally, since all skills required of a particular job cannot be included in any inventory and since some job skills do not lend themselves readily to empirical delineation and verification, this inventory can only relate to selected skill clusters. Hopefully, the inventory can be used as a vehicle that can assist in delineating the skill areas minimally essential for satisfactory work performance on a particular job. The inventory strategy will, however, evolve substantially as more experience in the area of the longitudinal vocational development of severely handicapped students accrues. At this point, the utilization of the job skill inventory strategy appears to be a reasonable place to start.

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AN OUTLINE OF THE MADISON JOB SKILL INVENTORY

I. General Information

- A. Reasons why severely handicapped students are considered for this job**
- B. A general description of the job**
- C. A general description of the work setting**
- D. A general description of the social environment**
 - 1. Information related to fellow workers**
 - 2. Information related to supervision**
 - 3. Information related to special contingencies of the employer**

II. Specific Skill Requirements of the Job Under Analysis

- A. A listing of the basic physical/sensory motor skills required**
- B. A listing of the basic interpersonal skills required**
- C. A listing of the basic language skills (verbal and non-verbal) required**
- D. A listing of the basic functional academic skills required**
- E. A listing of the basic machine and tool skills required**
- F. A listing of the basic hygienic skills required**

III. Supportive Skills and Other Information Required

- A. Transportation skills required**
- B. Skills related to work preparation**
- C. Basic money management skills required**
- D. Time telling and time judgement skills required**
- E. Health code requirements**
- F. Informed consent and legal requirements**

EXPANSION OF THE JOB SKILL INVENTORY STRATEGY OUTLINE

In this section attempts will be made to elucidate and expand upon the components of the inventory strategy outlined above.

I. GENERAL INFORMATION

A. Reasons why severely handicapped students are considered for this job - Specific reasons why the resources of the educational community should be focused toward training severely handicapped students to function in a particular job should be presented. The major purpose of such a delineation is to generate reasonable probabilities that a return for the educational investment is tenable. Thus, it is suggested that at least the following questions should be answered.

Obviously, if the answers to any of the questions are negative, it is incumbent upon the educational community to provide the training and other accommodations necessary to generate affirmative answers.

1. Has a severely handicapped person ever functioned effectively on this particular job or a closely related job?
2. Has the job been performed successfully by *mildly* handicapped workers?
3. Does a task analysis of the job suggest that the components can be taught to an available severely handicapped student?
4. Contingent upon successful work study performance, will a severely handicapped student be hired by the employer?
5. Is the job site accessible (transportation) to a severely handicapped worker?

B. A general description of the job - The general description of the job should precisely state the components of the job tasks under analysis. The purpose of the description is to provide an overview or perspective of the job which presents the specific job task, work hours, and performance criteria. Hopefully, the general description will provide a teacher with an initial appraisal of the rudimentary requirements of a particular job. A minimal listing of what might be included in the general description is as follows.

1. A succinct task analysis of the job should be included. The analysis should depict at least the 10-20 basic steps necessary for successful job performance. The task analysis should also include the following items:
 - a. A description of skills that are not part of the sequence described in the task analysis should be presented. For example, there may be special cleaning duties to be performed during slack periods.
 - b. A precise description of basic performance criteria should be presented. This description should include information pertaining at least to rate, accuracy, error tolerance, duration, latency, and intensity as they are relevant.
2. A description of required work hours per day and per week, days off, overtime, scheduled breaks, etc. should be presented.
3. A description of products produced should be presented.

C. A general description of the work setting - A general description of the work setting contains vital information necessary for determining the physical conditions under which a worker will be required to function. Without this information teachers might train potential workers in simulated settings that do not accurately represent the settings in which the workers will ultimately perform. It is suggested that at least the following information be gathered by or for the teacher.

1. The description of the work settings should provide a general description of relevant aspects of the entire physical plant and a more detailed description of specific work areas pertaining to the job.
2. When appropriate, the description of the work setting should include a diagram of crucial work areas.
3. The description of the work setting might also include a summary of environmental changes required. For example, instances when a worker must move from one room to another or go from within a building to the outside should be presented.

D. A general description of the social environment - The description of the social environment should highlight the nature and extent of social interactions required of the severely handicapped worker. Obviously this component can delineate only a sample of possible social experiences. In an effort to organize the social environment component, three subcomponents will be considered: 1) information related to fellow workers; 2) information related to supervision; and 3) information related to the special contingencies of the employer. A further description of each subsection is presented below.

1. *Information related to fellow workers.* A detailed description of visible characteristics of fellow workers should be secured. Specifically, the age, sex, daily attire, hair length, duration of employment, and if provided, direct statements made by fellow workers concerning the employment of severely handicapped workers should be secured.
2. *Information related to supervision.* The type(s) and amount of supervision typically provided to workers of the job being assessed should be described in the form of at least the following:
 - a. the number of visits a supervisor makes to the work station during specified time intervals;
 - b. the number of direct commands issued by a supervisor during given time intervals;
 - c. a listing of the actual direct commands issued;
 - d. the number of supervisors who will relate to the worker in question.
3. *Information related to special contingencies of the employer.*

Special directives or rules made by an employer that are applicable to all employees should be listed. Specific stipulations might include the following:

- a. *the employer might prohibit gum chewing or smoking;*
- b. *the employer might stipulate certain hair lengths or the use of hair nets;*
- c. *the employer probably has set procedures concerning absences, breaks, holidays, compensatory leave, and covering for the absence of fellow workers;*
- d. *the employer may set aside certain areas for breaks, vending machines, smoking.*

II. SPECIFIC WORK SKILLS REQUIRED

Each work skill should be delineated and described in detail. From information secured in this component of the inventory teachers and employers often make the most critical judgments as to readiness for work. Information secured in relation to this component is also vital for planning and implementing instructional programs that will teach specific work skills not currently found in the repertoire of an individual student. The specific skill requirements component is divided into six subcomponents. Each subcomponent is described below.

A. Basic physical/sensory-motor skills required - The important motoric skills required of the worker should be delineated. There are hundreds of motoric activities required by even the most rudimentary job. However, it is essential that the job assessor and the employer select crucial physical motor skills. A specific physical-motor skill investigation should relate to at least the following:

1. The quantity of weights lifted and the distance the weights must be carried by the worker should be determined. A precise description of items carried should be included also.
2. A description of any unusual visual or auditory demands placed upon the worker should be provided.
3. A description of the amount of time the worker is required to stand and/or sit while performing work-related duties should be determined.
4. A behavioral description of each physical demand deemed crucial should be presented. For example, if emptying the trash is required then the description of this activity should denote:
 - a. characteristics of trash cans and dumpsters;
 - b. weights and distances involved in trash removal
 - c. assistance provided or not provided for trash removal.

B. A listing of the basic interpersonal skills required - The basic interpersonal skills component is closely related to the social environment component described earlier. Hopefully, however, this component will provide more detailed listings of the specific cues and responses involved in the job under investigation. Specific basic interpersonal skills should include at least the following:

1. There should be a listing of the specific actions required after direct statements or commands are made by a supervisor.
2. The job assessor should describe the number and type(s) of social interactions conducted among fellow workers. Specifically, the assessor should determine:
 - a. which interactions are crucial to the job performance;
 - b. which interactions facilitate social success but are not crucial to job performance.
3. A description of lunch break and restroom break activities should be available. Specifically, the assessor should record:
 - a. whether or not the worker regulates the lunch break;
 - b. a description of the employee eating areas and restrooms.
4. The procedures a worker must use to find additional work when tasks are completed should be determined.
5. Attempts should be made to determine the frequency and types of unexpected social interactions that occur at given time intervals.

Specifically, there should be a description of:

- a. the number and types of occasions when a worker is expected to greet new acquaintances;
- b. the number and types of occasions when a worker interacts with the public.

C. Language skills required - The language requirements of a job are as crucial to successful performance as motoric skills. Language skills will facilitate direction following, social interaction, as well as confidence in handling normal daily work requirements and unexpected situations. Within a job skills inventory the following language requirement should be delineated:

1. The assessor should determine the required direction following skills. Specifically, it should be noted whether 1, 2, or 3 component directions are given by supervisors and/or fellow workers.
2. The assessor should delineate those nouns, adjectives, prepositions, and verbs specific to the job under investigation.
3. The assessor should determine required expressive verbal and non-verbal language skills.

D. Functional academic skills required - Frequently, vocational and academic skills are not taught in situations where these crucial skill areas are functional. Specific academic skills, however, can be pinpointed as essential to particular jobs for severely handicapped students. Thus, the functional academic section of an inventory could include the following:

1. The assessor should delineate the required reading, math, and writing skills as well as any necessary telephone-use skills.
2. The assessor should describe essential categorization and discrimination skills.
3. The assessor should note any critical short term memory requirements.

E. Machine and tool skills required - In addition to specifying physical motor demands, the assessor should describe the range of machine and tool requirements. In this component descriptions of even the most rudimentary tools, such as a broom as well as the more obvious machinery such as a dishwasher should be included.

F. Hygiene skills required - In this component specific body care requirements should be described. These requirements might include body and clothes cleanliness, deodorant use, the use of hair nets, and shaving demands.

III. SUPPORTIVE SKILLS AND OTHER INFORMATION REQUIRED

There are probably several skill areas that do not pertain directly to the job under investigation but that are crucial to successful job performance. The following four skill areas could fit into this category: (1) transportation skills; (2) work preparation skills; (3) basic money management skills; and (4) time telling and time judgment skills. In addition to these ancillary skill areas, there are at least two other information clusters that must be considered by a teacher before a severely handicapped worker is placed in a competitive job: health code requirements and informed consent and legal requirements. A brief description of these supportive skills and information clusters is provided below.

A. Transportation skills required - Without an independent method of getting to and from work, a severely handicapped worker probably will not be successful vocationally over an extended time period. Even if the worker is provided transportation by his parents or by his residential supervisors, job security would be a direct function of transportation resources. There are at least four methods or combination methods of independent travel that do not rely on "helpful others" and are available to severely handicapped workers: public buses, public taxis, bicycles, and walking. Thus the transportation skills component of the inventory should detail the skills required by these travel methods.

1. A description of the distances to and from work and to and from locations the worker will be traveling should be presented.

2. Precise descriptions of the transportation modes the worker will be using on a regular basis should be presented.
3. Alternative methods of transportation open to the worker in the event that the primary source is unavailable on a given day should be presented.

B. Skills related to work preparation - Many severely handicapped students do not make advance plans concerning the clothes they will wear and, in many cases, what and where they will eat in a given day. One of the primary reasons for these inabilities is that most severely handicapped persons are taught to leave day to day planning decisions to "helpful others." However, if severely handicapped students are to function successfully in vocational settings, they must be taught skills related to independent work preparation. For too long severely handicapped students have arrived at sheltered workshops oddly dressed and either without sack lunches or money to purchase lunch. While such skill deficits may be tolerated by persons instructing severely handicapped students, such tolerance may not be available in more competitive job settings. Thus, it is suggested that at least the following work preparation skills be developed:

1. At least the following specific clothing requirements of the job under investigation should be determined:
 - a. Clothing requirements specific to the job itself should be described. If uniforms are required, the person responsible for providing and maintaining uniforms should be determined.
 - b. The clothing requirements acceptable for getting to and from work should be determined.
 - c. Clothing preparation skills should be delineated. That is, laundry skills and color combination skills should be determined.
2. The work preparation component should describe daily lunch and break requirements. Minimally the following questions should be answered:
 - a. The amount of time the severely handicapped worker will be allotted to eat and specifically where lunch will be eaten should be described.
 - b. The lunch options available to the worker should be presented. That is, the skills necessary to use brown bags, vending machines or lunch counters should be delineated.
 - c. Who will prepare a sack lunch and what alternative preparation plans are available should be described.
 - d. Whether or not bagged lunches will require refrigeration should be determined.

C. Basic money management skills required - Often severely handicapped persons have much of their financial business "taken care of" or handled by "helpful others." However, since the emergence of sheltered workshops, the notion of remunerative income for productive severely handicapped workers has surfaced and most supervisors recognize the right of the severely handicapped employee to manage certain portions of his/her income. It should be stressed, however, that money management skills for competitive severely handicapped workers will need to be more comprehensive than those needed by many sheltered workshop employees. In competitive job settings unscrupulous individuals could exploit severely handicapped workers. In addition, severely handicapped workers probably will not the daily financial assistance previously available from "helpful others." Thus, it is crucial that basic money management skills be developed. Minimally the following skill clusters should be addressed:

1. The severely handicapped worker, the teacher, and parents should determine jointly the ways in which the worker will spend his new income.

2. The amounts of money the severely handicapped worker will need on a daily basis and for what purposes should be determined.
4. How the severely handicapped worker will cash the check, and the type of assistance the worker's bank provides to handicapped patrons should be determined.

D. Time telling and time judgment skills required - Time telling skills have been taught in classrooms for severely handicapped students. However, time judgment skills or the abilities necessary to pair environmental occurrences with specific daily time periods is a cluster of skills often not addressed in classrooms, but is often critical to successful job performance. Therefore, the following issues should be addressed to determine precisely the time skills needed for the job under investigation:

1. The degree to which the severely handicapped worker will need to tell time should be determined. Will the worker need to determine time to minute; 5 minute; or 30 minute intervals?
2. The critical events directly related to the job and the time of those events should be determined.
3. The non-job events, such as lunch, the severely handicapped worker will need to pair or match with specific daily time periods should be determined.
4. The time a worker will need to leave a home in order to arrive at work on time should be determined.
5. Alternative time telling strategies available to a severely handicapped worker who does not have skills suggested in 1-4 above should be determined.

E. Health code requirements - The final two components of the job inventory, Health Code Requirements and Informed Consent and Legal Requirements, are information sections that do not directly involve specific skills of severely handicapped workers. However, descriptions of requirements for these two components must be gathered to insure that state and local laws and ordinances are honored. Within the domain of health code requirements the following questions should be addressed:

1. The types of specific physical exams required of workers for the job under consideration should be determined.
2. Required vaccinations should be determined.
3. If the severely handicapped worker is being considered for food service work, the requirements concerning restroom use and hand-washing should be determined.

F. Informed consent and legal requirements - The worker's teacher or advocate should investigate the following questions:

1. Will the severely handicapped worker need a work permit? If so, what steps will be necessary to procure one?
2. Does the severely handicapped worker possess a Social Security card? Will the worker's income jeopardize social security benefits the severely handicapped person is currently receiving?
3. Under what guardianship rules is the severely handicapped worker functioning? Who should provide legal permission *before* the severely handicapped student accepts employment?
4. Will the severely handicapped worker be protected in the event of injury by Workman's Compensation if he accepts the job under investigation?

5. Will the employer of the severely handicapped worker require bonding or other insurance?
6. Will the employer of the severely handicapped worker require the worker to attend orientation meetings? Can an advocate attend this meeting with the worker?
7. Has the severely handicapped citizens given consent to work on the job under investigation? Along with assessment of job skills, the question concerning whether or not the severely handicapped citizen indeed does want the job he is offered must be determined accurately.

In the paper that follows an attempt will be made to apply the job skill inventory strategy described above to two different jobs that are often available to severely handicapped workers: dishwashing and folding printed matter. There is little doubt that the inventory as it is presented here will not be appropriate for all potential jobs or for all workers. There will be skill clusters added to or deleted from the inventory as different jobs and workers are studied. The degree of adaption necessary to accommodate the unique characteristics will vary within and between individuals. Nonetheless, it does appear that the strategy has functional utility and should be developed further.

An Inventory of Selected Skills and Related Information Required for Competitive Functioning as a Dishwasher in a Public Restaurant³

I. GENERAL JOB CHARACTERISTICS

A. *Reasons why severely handicapped students were considered for this job.*

There were several factors suggesting that the clusters of skills required of a dishwasher by a local company was within the repertoires of several severely handicapped students in the Madison Public Schools:

1. To our knowledge no severely handicapped student in Madison Public Schools had functioned previously in a competitive dishwashing position. However, several severely handicapped students had worked as assistant food service personnel in public school settings on a regular basis.
2. It has been determined that *mildly* handicapped workers had performed in similar settings successfully with the employing company for as long as ten years.
3. When a task analysis of this job was completed, it was judged by teachers that selected severely handicapped students currently possessed many dishwashing skills and that those skills not possessed could be acquired within a reasonable period of time.
4. The potential employer stated a willingness to employ individual severely handicapped students on a part-time basis, provided those students were trained and supervised by school personnel.
5. The public restaurant where dishwashers are employed was within walking distance of a local group home where severely handicapped students resided.

B. *General description of the job*

Described below are the basic components that hopefully convey the routine cluster of skills performed by the dishwasher (D). This task analysis is divided into four major areas.⁴

I. HOME PREPARATION FOR WORK

- A. D will launder, iron, and select his/her next day's clothing the night before going to work.
- B. D will prepare his/her sack lunch and prepare the money for work at least one hour before leaving for work.
- C. D will decide upon his/her outer garments for work at least one hour before leaving for work.

³Appreciation is expressed to Stephen Skolasky, Assistant Supervisor of Rennebohm cafeterias in Madison, without whose assistance and cooperation this project could not have been undertaken.

⁴The task analysis used in this inventory for the most part, was developed by Richard Schwartz (1976). Mr. Schwartz expands this task analysis into an instructional program to teach dishwashing skills to severely handicapped students. The methodology, results and discussion of Mr. Schwartz's program are included as Appendix A to this paper. This was done in order to provide the reader with a practical demonstration of how dishwashing skills were taught through the use of the job skills inventory.

- D. D will leave his/her group home and walk to the Rennebohm cafeteria in the Newspapers Building 30 minutes prior to the time he/she is due at work.

II. ON-SITE WORKER PREPARATION

- A. D will enter the work facility and walk to the cafeteria area.
- B. D will remove his/her coat and if male he will remove his shirt and put on his working uniform that includes a white cap, a white shirt, and a white apron. If female the dishwasher will put on her hair net and white apron.
- C. D will walk to the restroom and wash his/her hands.
- D. D will load soap into the dishwashing machine.
- E. D will go into the restaurant dining area with a bucket of soapy water, a towel and a sponge. There D will clean the tops of all dining tables.
- F. While in the dining area D will check the level of trash in the dining room trash can. If the level is above half full, D will remove the trash and place a new plastic bag in trash receptacle.
- G. D will take a standing position at the service window.

III. Tasks related to dishwashing machine operation, garbage disposal operation, and tray clearance.

The following cluster of tasks constitutes the primary cluster of routine skills performed by the dishwasher. Thus, once the dishwasher begins receiving "dirty" trays from customers, the following procedures are initiated and repeated throughout the work day. "Dirty trays" contain assorted silver, glasses, and dishes as well as soiled paper and garbage. Customers place "dirty trays" at the service window and walk away.

COMPONENT A

D will prepare silverware, glasses, cups, coffee pots, tulip cups, tea servers, plates, bowls, salad dishes, and trays that will be placed in the dishwashing machine.¹

1. D will secure a large metal bowl from the sink.
2. D will pick up the soap container from the shelf and put an appropriate amount in the bowl.
3. D will turn the handle labeled "H" to the right so that hot water flows.
4. D will check the temperature by placing one hand under the faucet while moving the handle with the other until the water is "hot."
5. D will place the bowl in the water flow until the bowl is filled to the appropriate level.
6. D will turn the handle labeled "H" to the left so that the water flow ceases.

¹It should be noted that the action is the same for glasses, cups, coffee pots, tulip cups and tea servers in the first category and plates, bowls, salad dishes and trays in the second. The task analysis presented here for glasses is the same for the entire first category and the task analysis for plates is used throughout the second category.

7. D will place the bowl to the left of the service window.
8. D will get the silver carrier from the shelf and place it next to the silverware rinse bowl.
9. D will secure a rack with prongs and place it to the right of the garbage disposal.
10. D will secure a flat rack and place it to the right of the garbage disposal.
11. D will take the silver off the tray in the service window.
12. D will place silver in the soapy water, shake the loose food off, and then leave the silver in the bowl.
13. D will pick out a handful of knives and place them in the knife section of the carrier. D will repeat the action with forks, spoons, and soup spoons.
14. D will put the silver carrier in the flat rack.
15. D will take each glass off the tray.
16. D will empty the glass into the garbage disposal.
17. D will place the glass upside down in the flat rack.
18. D will take the plate off the tray.
19. D will hold the plate in one hand and operate the rinse faucet by squeezing with the other hand so that the spray rinses the food off the plate into the garbage disposal.
20. D will take the plate in rack with prongs.
21. D will squeeze the water sprayer and will continue to spray into the disposal while the disposal is on.
22. D will turn the garbage disposal switch to ON.
23. When the garbage is shredded, D will turn the garbage disposal switch to OFF.
24. D will repeat actions 11-23 until all trays are cleared.

COMPONENT B

D will operate the dishwashing machine after steps in Component A have been completed.

1. D will push the drain level to "OPEN."
2. When no water is flowing from the drain, D will pull the drain lever to "CLOSED".
3. D will open the rinse water valve all the way out.
4. When water begins flowing from the drain, D will close the rinse water valve.
5. D will secure the measuring cup, fill the cup with soap, and then pour the soap into the soap container, if the buzzer sounds indicating the need for more soap.

6. D will push up on the dishwashing machine door handle so that the door opens.
7. D will push the rack into the machine.
8. D will push down on the dishwashing machine door handle so that the door closes.
9. D will press the start button.
10. When the red light above the start button goes off, D will push up on the dishwashing machine handle so that the door opens.
11. D will pull the rack out of the dishwashing machine.

COMPONENT C

D will stack all items that have been washed in the dishwashing machine in the appropriate places.

1. D will remove the coffee pots from the rack and place them on the shelf.
2. D will remove the tea servers from the rack and place them on the shelf.
3. D will remove the glasses from the rack and place them in the bin.
4. D will remove the cups from the rack and place them in the cup bin.
5. D will remove the tulip cups from the rack and place them on the shelf.
6. D will remove the plates from the rack and place them on the shelf.
7. D will remove the bowls from the rack and place them on the shelf.
8. D will remove the salad dishes from the rack and place them on the shelf.
9. D will remove the trays from the rack and place them on the counter in the cafeteria.
10. When the silver is dry, D will pick out a handful of knives and place them in the silverware tray. D will repeat the action for forks, spoons, and soup spoons.

COMPONENT D

The dishwasher will carry needed items from the work area to the cafeteria.

1. D will carry the cups to the cafeteria and stack the cup bin next to the coffee vendor, returning the empty bin as a replacement.
2. D will carry the glasses to the cafeteria and stack the glass bin next to the ice water vendor, returning with the empty bin as a replacement.
3. D will remove the trays from the counter and stack them next to the counter.
4. D will take the silverware tray to the cafeteria and fill the cafeteria silverware tray, placing knives, forks, spoons, and soup spoons in the appropriate sections. D will return the silverware tray to the shelf.
5. D will take the utensil tray to the cafeteria. Utensils such as kitchen knives, ladles, spatulas, mixers, etc., are placed in the drawer under the counter. Tea servers are placed next to the hot water vendor.

IV. Preparation for completing work

1. D will secure a clean rag from the box under the sink.
2. D will turn on the rinse faucet and spray water from the service window on the left to the dishwashing machine on the right
3. D will turn off the rinse faucet.
4. D will wipe the work area with left to right strokes from the service window to the dishwashing machine so that all metal is wiped and the excess water runs into the garbage disposal or the dishwashing machine. D will then wipe all metal with right to left strokes from the end of the counter to the dishwashing machine so that the excess water runs into the dishwashing machine.
5. D will put the rag in the dirty rag box under the sink.
6. D will fill two sinks with hot water and soaking solution. Soiled pans are to be placed into these sinks by other food service personnel. D will scrub with a special pad after the pans have soaked for at least 10 minutes. The scrubbed pans will then be placed in the dishwasher in the manner described in the task analysis for glasses.
7. Usage of the dishwasher is completed when all items dirtied that day are placed in the dishwasher.
8. D will return to the restaurant dining area with a bucket of soapy water and a sponge, and using left to right strokes, D will clean the table tops and will return his materials to their storage areas.
9. D will return to the trash receptacle in the dining area and will remove the plastic bag, seal it, and return it to the dishwashing room. D will place a fresh bag into the trash receptacle.
10. D will remove the broom and dustpan from its storage area, sweep the dishwashing room floor, pick up the dirt in the dustpan, deposit the dirt in the trash can, and return the broom and the dustpan to their storage area.
11. D will remove the mop, mop bucket, and attached mop wringer from its storage area. D will fill the bucket with hot water. D will mop the kitchen floor with left to right strokes, wring out the mop, remove the dirty water into the sink, and return these materials to their storage area.
12. D will go to the restroom area and wash his hands.
13. D will return to the dishwashing room, remove his soiled uniform, place it in the dirty clothes receptacle, and put on his own shirt, and other outer garments.
14. D will leave the work facility and walk home.

The next section of the inventory provides a description of work hours, days off, overtime, and breaks.

The dishwashing job under investigation is a part-time position. Specifically, the dishwasher is required to work on three prescribed days weekly for five hours each day. Usually these work days are scheduled in advance and do not change from week to week. However, an occasion the dishwasher is requested to work additional weekdays or on Saturdays. The dishwasher is expected to commence work at 9:30 a.m. and to complete all required duties by 2:30 p.m. The dishwasher receives one 15 minute break for each workday. The break is taken precisely from 12:00 noon to 12:15 p.m. The dishwasher does not receive overtime opportunities. If asked to work on unscheduled days, the dishwasher can accept or reject such requests made by the supervisor.

Since there are no products manufactured on this job, diagrams of completed work are not presented.

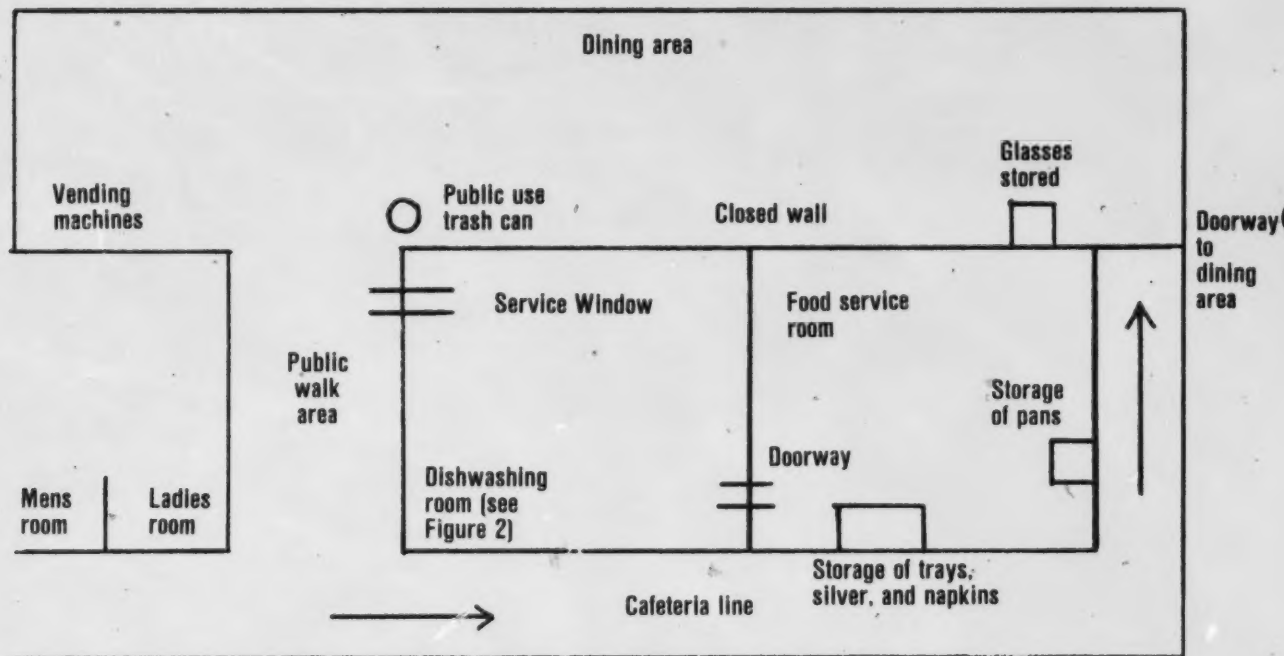
C. A general description of the work setting

The work setting for the dishwasher is a three-room cafeteria area. The cafeteria area is located within the printing building of Madison Newspapers, Inc. The newspaper company employs approximately 600 persons. Of these 600, about 400 persons work between 9 a.m. and 5 p.m. Monday through Friday, and these daytime workers are the principle customers of the cafeteria. The cafeteria itself is operated by a local drug store chain so that, in effect, the dishwasher is employed by a drug store company and not by the newspaper company. The primary meal served within the cafeteria is lunch.

1. The three-room conference area is depicted in the illustration below. The dishwasher works principally in the dishwashing room. However, the worker has duties that are performed in the dining room and in the food service room also.

FIGURE 1

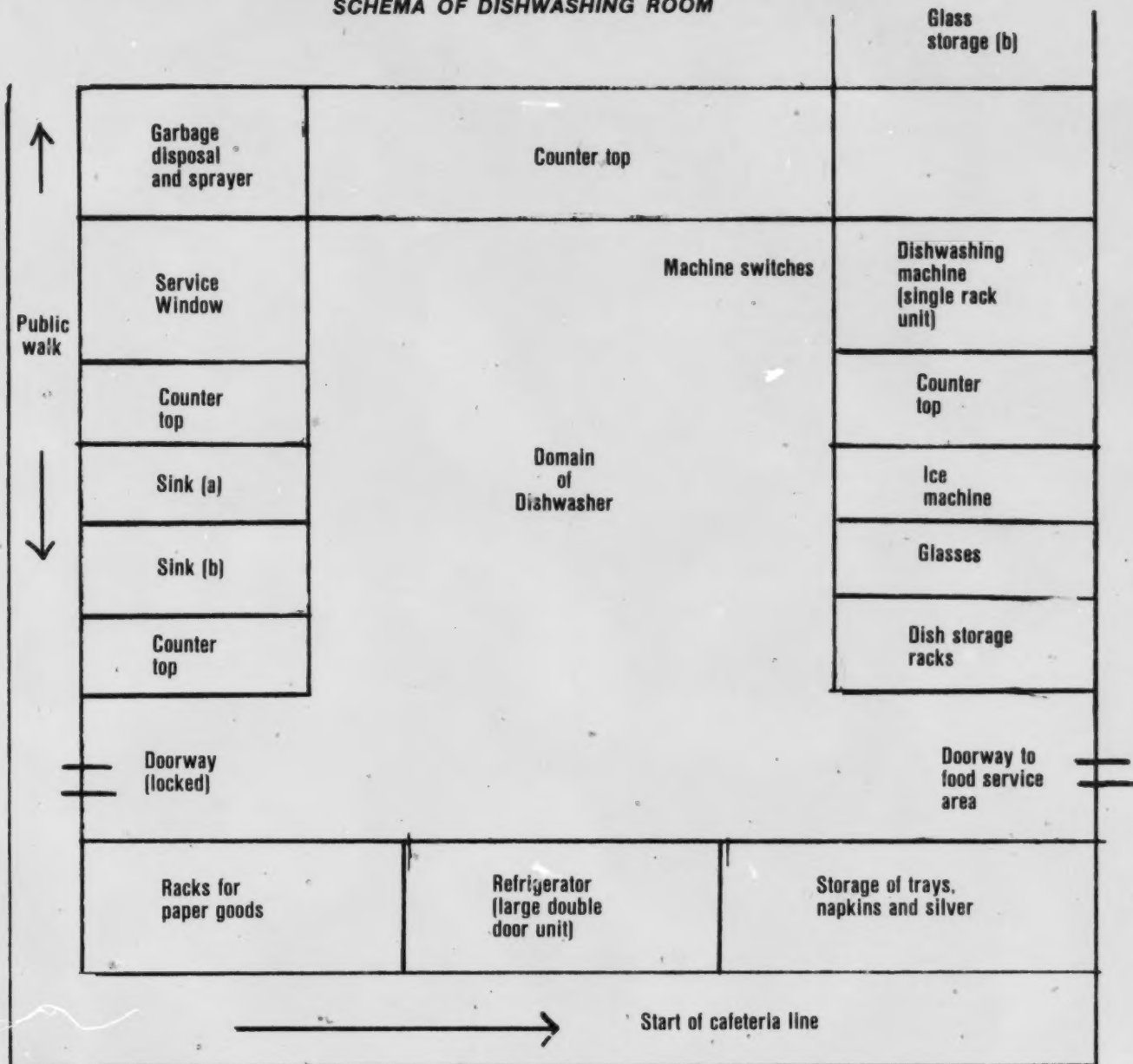
SCHEMA OF FOOD CONCESSION AREA



2. A schema of the dishwashing room is depicted below. This is the principle work area of the dishwasher. However, the room is also used by food service personnel for refrigerator and paper products storage.

FIGURE 2

SCHEMA OF DISHWASHING ROOM



3. Setting shifts required of the dishwasher are minimal. The dishwasher spends approximately 90-95% of his/her time in the dishwashing room. Specifically, however, the following movements are necessary:
 - a. The dishwasher is required to enter the dining area for as many as six times daily for purposes of cleaning tables, removing trash from trash cans, and for taking a break.
 - b. The dishwasher is required to enter the food service area for purposes of storing cleaned pans, silver, and trays. The number of trips to the food service area varies considerably on a daily basis depending upon the amount of business. It was recorded that the dishwasher entered the food service area between 10-40 times during a two-day work period.

- c. The dishwasher can use the public walk area and the public restrooms during break periods.

D. A general description of the social environment

1. *Information related to fellow workers* - The dishwasher performs his duties along with three fellow employees hired by the cafeteria operators as food service workers. One of these food service workers supervises both the dishwasher and the remaining two food service persons. Described below are the visible characteristics of each fellow worker, their duration of employment, and statements made to the job assessor concerning their past experience with handicapped workers.
 - a. Food service worker A was a female, approximately 41 years old. She wore a company-provided uniform dress, her own flat shoes and glasses. Worker A was also the supervisor. She has been with the food concession company for about three years and in her current position and job location for one year. Worker A told the job assessor that she had worked with a partially handicapped dishwasher and food service worker last year at another location. Worker A stated that each handicapped worker "did his job well but was kind of slow." Worker A said she "did not mind working with these people as long as they did their job well and didn't have to be looked after all the time."
 - b. Food Service Worker B was a female approximately 26 years old. She wore a company provided uniform dress and her own flat shoes. Worker B was noticeably overweight. She had been employed by the cafeteria for less than one year at the current location only. Worker B told the assessor that she "had worked for Central Colony" as an aide last year" and that she felt "it was a good thing to get retarded people jobs instead of keeping them all out at the Colony."
 - c. Food Service Worker C was a female approximately 55 years old. She, too, wore a company-provided uniform dress and her own flat shoes. Worker C had been employed by the cafeteria for approximately three years. She had worked at two other locations previously. Worker C assisted Worker A in ordering food. Worker C made no comments to the assessor concerning the employment of handicapped workers.
2. *Information related to supervisor* - The dishwasher receives most of his/her supervision from food service Worker A. However, during infrequent visits, the general manager of several cafeterias evaluates and in some cases supervises the dishwasher. Thus, the remainder of this section will deal with the type and amount of supervision emanating from Worker A, since supervision from the general manager was infrequent.

The supervisor (Worker A) visited the dishwasher for purposes of evaluation and to give orders approximately 12 times during a five-hour work period. During these visits the supervisor does not discuss work performance. This is important to note because, as is frequent with competitive jobs, the worker is not receiving daily feedback concerning successful versus unsuccessful performance. Instead, the supervisor evaluates what needs to be done and in what priority and based on this information, the supervisor gives the dishwasher several one or two component verbal directions. The supervisor told the examiner that she does not closely monitor a dishwasher's performance. She said that after initial training, dishwashers are expected to perform their duties with a minimum of supervision.

*Central Wisconsin Colony is a public residential facility for retarded citizens.

During a typical one-hour work period, the supervisor gave the dishwasher approximately three single or double component verbal directions. A listing of sample commands follows:

- a. Take the trash out.
 - b. Empty the dining room trash can.
 - c. Send out more dishes and silver.
 - d. Clean the dining room table.
 - e. Help *Millic* carry the cheese to the service area.
 - f. Take your break.
 - g. Don't talk when it's busy.
 - h. Work faster.
 - i. Put your things away.
 - j. Clean the tables *before* you empty the trash.
 - k. Unload the dishwasher, then carry the trays out.
 - l. Don't forget to check your silver.
 - m. Remember to wash your hands *after* you use the restrooms.
 - n. Don't forget to soak your pans *before* you scrub them.
 - o. Put the soap in the dishwasher *whenever* it needs it.
 - p. Don't forget to check your silver to make sure it's clean *before* you put it out.
 - q. Remember to wash *all* silver *twice*.
 - r. Keep your counter clean.
 - s. Keep your front window *clear* at all times.
 - t. Don't *overload* the dishwasher.
 - u. Allow enough time to finish your pans.
3. *Information related to special contingencies of the employer* - Listed below are the specific regulations and procedures suggested by the employer. Most of these rules were taken directly from the employees' manual describing company policies:
- a. No gum chewing or smoking is permitted on the job.
 - b. Male hair cuts must be trimmed 1 inch above the shirt collar.
 - c. Clean uniforms are expected to be worn by employees every day.

- d. Two hours notice by phone is expected in advance of any emergency absences.
- e. If possible, one day's notice by phone or in person is expected prior to taking a sick day.
- f. Two weeks notice in writing is expected prior to quitting a job.
- g. Special days off should be arranged with the supervisor 10 days in advance.
- h. Employees are permitted to take their breaks in the regular dining area. However, the employee should let the supervisor know precisely when he/she is taking a break.

II. Specific Work Skills Required

A. *Basic physical sensory-motor skills required*

Dishwashers are expected to perform an array of physical sensory-motor skills. Although as suggested in the task analysis, there is a general sequence under which these skills are performed, that sequence will vary depending upon variables such as the number of customers, the particular preferences of the dishwasher, and the directives of the supervisor. Hopefully, the listing of physical sensory-motor skills below is sufficiently inclusive to account for the skills required in a typical work day.

1. *Weights and materials* - The dishwasher should be able to pick up, carry, and set down items that weight up to 50 pounds, and he/she should be able to carry these items a distance of up to 50 feet. Large and heavy items that need to be picked up, moved and set down are delineated below.
 - a. *Dish Racks* - Dish racks are approximately 3 feet by 3 feet square and can contain pans, silver, dishes, trays, glasses, and coffee servers. Frequently loaded racks need to be moved from one counter top to another within the dishwashing room. The heaviest of these loaded racks is filled with silver, while the lighter racks contain coffee servers and small dishes. The average weight of a loaded dish rack is approximately 40 pounds (range = 10 lbs. to 60 lbs.).
 - b. *Canisters of soap used in the dishwashing machine* - These canisters are approximately 3 feet tall and 1.5 feet in diameter. They can weight up to 50 lbs. Soap canisters are brought into the dishwashing room on 4-wheeled dollies and must be unloaded from a dolly and placed under the counter near the dishwashing machine. Once on the floor it is easier to move a soap canister by sliding or rolling it rather than by picking it up.
 - c. *Plastic bags containing trash and garbage* - The plastic bags hold approximately 30 gallons of waste and when full they can weight up to 50 lbs. Loaded plastic bags must be removed from trash receptacles and carried distances of up to 50 feet.
 - d. *Groups of pans* - Groups of pans taken from the serving area into the dishwashing area can weigh up to 30 lbs. The pans are placed one inside another and are carried by hand.
 - e. *Groups of dishes* - Groups of piled dishes are moved distances of up to 5 feet and may weigh up to 15 lbs. Dishes can be piled up as many as 30 high. The movement of these piled dishes requires balancing abilities as well as weight-lifting skills.

2. **Unusual visual and auditory skill requirements** - The dishwashing job does not require visual or auditory skills of an unusual nature. Thus, it was determined by both the supervisor and the assessor that a "normal range" of visual and auditory skills would be sufficient.
3. **Amount of time standing and sitting** - The dishwasher working a typical five-hour day is required to stand on his feet for four hours, and 45 minutes. The dishwasher is not involved with any duties than can be performed in a sitting position.
4. **Physical demands deemed crucial** - Listed below are the major physical motor skills required. All physical motor skills described below must be performed without assistance.
 - a. The dishwasher is required to carry racks weighing up to 50 lbs. from one counter to another across distances of up to 25 feet.
 - b. The dishwasher is required to carry 30 gallon trash cans containing waste weighing up to 50 lbs., across distances of up to 50 feet.
 - c. The dishwasher is required to move 30 gallon canisters of soap from a 4-wheel dolly onto the floor of the dishwashing room, a distance of up to 5 feet.
 - d. The dishwasher is required to lift, carry and set down groups of pans weighing up to 30 lbs., across distances of up to 25 feet.
 - e. The dishwasher is required to lift, carry and set down groups of pans weighing up to 20 lbs. and piled up to 30 dishes high, across distances of up to 25 feet.
 - f. The dishwasher is required to load and unload silver, dishes, pans, trays, glasses, and other containers placed in the dish racks.
 - g. The dishwasher is required to remove garbage and trash from dishes, silver trays, pans and other containers and to place the garbage and trash in the disposal and trash can respectively.
 - h. The dishwasher is required to load and unload handfuls of silver, into and out of utensil baskets. The utensils must be placed upright in the silver racks and each handful taken or removed should contain at least 10 pieces of silver.
 - i. The dishwasher is required to push loaded racks into and pull out of the dishwasher machine. These racks are moved in and out of the machine a distance of up to 10 feet. The pushing and/or pulling movement should facilitate the sliding of these racks along the counter tops into and out of the dishwashing machine.
 - j. The dishwasher is required to clean table tops, counters and machinery using a wet rag and hot soapy water in a bucket. Other important subskills in this motor area involve wringing out the rag and judging when it is necessary to place the rag into the water bucket for cleaning.
 - k. The dishwasher is required to mop the dishwashing room floor. The floor area is about 20' by 20'. The mop when wet weights approximately 20 lbs. and must be pushed across the floor. A special mop wringing apparatus must be pushed down and up to wring the mop after cleaning in a bucket of hot soapy water. The mop wringing apparatus requires the dishwasher to exert approximately 40 lbs. of pressure when drying the mop.

- l. The dishwasher is required to place dishes, pans, silver, trays, glasses, and special containers on appropriate shelves in the dishwashing room and in the serving room.
- m. The dishwasher is required to soak and hand clean dirty pans brought into the dishwashing room from the serving area. The pans are soaked in special solution and they are scrubbed using a special cleaning pad. It should be noted that pan cleaning must be accomplished within specified time periods (see schedule depicted in Figure 3, page 41). That is, each pan must be cleaned in approximately 2 minutes.
- n. The dishwasher is required to remove cleaned trays from the dishwashing machine, pile such trays into groups of up to 25 trays, carry the trays to the food service room, and place the trays in appropriate racks.

B. A listing of basic interpersonal skills required

1. Direct verbal responses required after supervisory commands.

As mentioned in the Language requirements section of the inventory, there are no verbal responses required of the dishwashing job under assessment. However, the dishwasher should be able to functionally respond to supervisory commands with "yes" or "no" verbal statements or gestures and then should proceed to carry out the directions given.

2. The numbers and types of social interactions conducted among fellow workers.

- a. Although the dishwasher is not required to socially interact with fellow workers, he/she should be able to respond to others with "yes" or "no" statements. In addition, the dishwasher should maintain a facial expression that is socially acceptable to other workers. Grimaces, blank expressions, and uncontrolled smiles, for instances, are not appropriate.
- b. The dishwasher should also be able to greet and say farewell to fellow workers when beginning and ending work respectively. Thus the following selected cues and responses are not essential to job performance, but probably will enhance social success over sustained periods of employment:

**Selected Social Cues from
Supervisor or Fellow Worker**

**Dishwasher's Possible Socially
Acceptable Responses**

- | | |
|--|--|
| (1) Nice day. | (1) Yes, it's a nice day. |
| (2) Good to see you. | (2) Thank you, it's good to see you. |
| (3) Hope you have a good day at work. | (3) Thanks, you too. |
| (4) Don't spend all that money in one place. | (4) I won't. |
| (5) Take care of yourself, now. | (5) I will. |
| (6) That's a good job. | (6) Thanks. |
| (7) What's up today? | (7) Not much. |
| (8) What are you doing after work? | (8) Watching TV; going shopping; playing ball. |
| (9) What's the weather like? | (9) Clear, Sunny, Cloudy. I don't know. |
| (10) You look sharp. | (10) Thanks. |

3. A description of lunch break and restroom activities.

- a. The dishwasher is required to initiate his/her own lunch break. This break is to be taken from precisely 12:00 noon to 12:15 p.m. on each work day. The dishwasher is expected to perform the following skills prior to and during the lunch break:
- 1) The dishwasher should clean all dishes, trays, and glasses in the vicinity of the dirty dish window.
 - 2) The dishwasher should notify Food Service Worker A that the lunch break is to be taken.
 - 3) The dishwasher should remove his/her white apron.
 - 4) While on break the dishwasher should use the proper restroom facility if necessary.
 - 5) While on break the dishwasher should take his/her prepacked lunch from the storage area and take a seat at an unoccupied table in the dining room.
 - 6) While on break the dishwasher should use the vending machines to secure a drink if desired.
 - 7) The worker must attend to the time of day so that steps 1 through 7 are completed *before* 12:15 p.m.
- b. The employee eating area is the same facility described earlier as the dining area. Restrooms are modern facilities located approximately 12.0 feet from the dishwasher's primary work area. Usually the restrooms are well supplied with soap, paper towels, and toilet paper.

4. Procedures for finding additional work.

Frequently there are time intervals during the work day when the dishwasher completes all tasks required. For example, the dishwasher is often without specific work from 10:30 a.m. to 10:45 a.m. and from 11:30 a.m. to 11:45 a.m. daily. These are periods of slow business and require minimal dishwashing and/or clean-up activities. Delineated below are a selected series of work tasks that can be performed during periods when the dishwasher is without routine work. These selected tasks are not "make work projects" because they are, for the most part, required later in the day. However, these additional tasks should be discontinued whenever normal dishwashing and clean-up skills are required.

ADDITIONAL TASKS

- a. The dishwasher can clean and dry the dining room table tops.
- b. The dishwasher can mop the dishwashing room floor.
- c. The dishwasher can clean the dishwashing machine and its parts.
- d. The dishwasher can clean the counter tops inside the dishwashing room.
- e. The dishwasher can organize the paper storage area within the dishwashing room.
- f. The dishwasher can clean the area surrounding and below the garbage disposal.

- g. The dishwasher can load extra silver, glasses, and napkins in containers within the Food Service Area.
- h. The dishwasher can sweep the floor in the dishwashing room.
- i. The dishwasher can remove papers and trash from the tables in the dining area and place them in the trash receptacle.
- j. The dishwasher can pick up papers left on the floor of the public walk area and the dining room area, and place them in the trash receptacle.

It should be noted that the cafeteria operators are not responsible for certain facilities operated by Madison Newspapers. Thus, the dishwasher should *not* engage in the following additional work activities:

- a. The dishwasher should *not* attempt to clean the restrooms.
- b. The dishwasher should *not* attempt to clean or repair the vending machines.
- c. The dishwasher should *not* attempt to clean the floors or tables beyond the Food Concession Area depicted in Figure 1.

5. *Unexpected social interactions*

- a. The dishwasher is not expected to greet new acquaintances. However, the following cues and responses would suggest a manner of handling unexpected situations of this nature should they occur:

Selected cue from stranger

Possible workers response

(1) Hello, my name is _____.

(1) Hello, I'm (name).

(2) What's your name?

(2) (name)

(3) Hello _____. How are you doing today?

(3) Okay.

(4) Do you like working here?

(4) Yes or no.

- b. On occasions dishwashers were presented with limited opportunities to interact with the public. When these situations occurred, the assessor noted that the cue from the stranger is often similar to those outlined above and to those in the *Interpersonal Skills* section. The dishwasher should respond as suggested or he/she should simply nod in acknowledgement of the stranger's cue. Most interactions with the public occurred when the dishwasher was in the area of the service window or when cleaning tables in the dining area.

C. *Language Skills Required*

1. The required level of direction following skills can vary across supervisors and can vary with even the same supervisor. Thus, when this particular job was assessed it was determined that the supervisor typically gave more one component verbal directions than two or three component verbal directions. It should be noted that two and three component verbal directions were used, especially during periods when the dishwasher had not completed required duties in a manner satisfactory to the supervisor. Selected examples of 1, 2, and 3 component directions frequently used by the supervisor are provided in the *Information Related to Supervision* section of this inventory.
2. Listed on the following page are selected nouns, verbs, adjectives, adverbs, and prepositions that are used frequently by dishwashers and food service workers employed by the cafeteria under discussion:

SELECTED NOUN INVENTORY

customer	silver rack
dishwasher	coffee pots
rack	temperature
trash cans	bowl
garbage disposal	silver
wheel cart	containers
dolly	hose
sink	hot water valve
faucet	cold water valve
button	steam valve
egg stains	start button
soap powder	stop lever
counter	guide
shelves	bottom conveyor belt
cafeteria	trays
work area	rack, flat vs.
your things	rack with prongs
plates, trays	tulip cups
hot water	utensils
cold water	rag
extra	soap dish
silver carrier	fan
conveyor belt	overhead fan
dish loader	rinse bowl
dish soap	tray window
plastic vs. glass	tea servers
scraps	salad bowls
paper vs. garbage	silver (spoons,
valve	knives, forks)
prong rack	dirty dishes/
flat rack	clean dishes

SELECTED VERB INVENTORY

bring	take out
return	go get
push	set
pull	stand
turn	hurry
press	quick
give me	lift
get	put down
wipe	set down
grab	help
hold	remember
take	don't forget
turn on/off	overload
go	carry
work on	put away
fill	stack
turn on	turn off
straighten	get
shake	clear
squirt	rinse
scrape	check
drain	stack
put away	close
cut off	rinse
clear	turn off
rack	empty
mop up	wipe off

SELECTED ADJECTIVE/ADVERB INVENTORY

red	hard	all
green	soft	none
blue	wet	when
yellow	dry	your
brown	hot	mine
black	cold	ours
silver	fast	company owned
white	slow	broken
big	easy	fixed
small	hard	working
light	dirty	not working
heavy	clean	

SELECTED PREPOSITION INVENTORY

off	for
on	from
up	to
down	before
beside	after
next to	whenever
over	at
under	then
beneath	out
above	in
below	around
near	

3. In addition to the use of the above inventories, the dishwasher should be able to demonstrate expressive *yes* and *no* appropriately.
4. When the examiner assessed the expressive requirements for this job one dishwasher did not use verbal expressions other than *yes* and *no*. However, another dishwasher did communicate with workers and supervisors. Thus, the following responses are suggested as optional verbal skills for the dishwasher:
 - a. I need help.
 - b. I don't know where the _____ (words from noun inventory) is.
 - c. Can I take my break, please?

- d. Can I use the restroom please?
- e. Where is the _____ (words from noun inventory)?
- f. Can I help you?
- g. The _____ (words from noun inventory) is broken.

D. Functional academic skills required

1. Delineated below are the functional reading, math, and writing skills deemed crucial to the dishwashing job by both the assessor and the supervisor:

Functional reading skills required

- a. The dishwasher must be able to functionally read at least the following words when they are presented across settings and in various types of letter forms, e.g., handprinted, bold printed, capital letter print, small letter print.

Selected reading inventory

- a. The dishwasher should be able to read his/her name.
- b. The dishwasher should possess the skills necessary to read the following selected reading vocabulary:

push/pull	soap	storage area	write
off/on	cleaner	silver	print
out of order	window	trays	rack
hot/cold	food service area	napkins	water
spray	dishwashing room	doorway	heat
up/down	dining area	utensils	sink
do not enter	exit	refrigerator	reset
handle with care	trash can	dishwashing machine	public
ice machine	disposal	dishwasher	garbage
		men/women	cafeteria

- c. Functional reading of the work schedule depicted in Figure 3 is required of the dishwasher.

FIGURE

Name	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Belmore	9-1	10-2	10-2	10-2	10-2	OFF
Brown	OFF	4-8	4-8	4-8	4-8	7-2
Schwartz	3-7	3-7	4-8	4-8	4-8	3-7
Certo	10-2	10-2	10-2	10-2	10-2	OFF
Van Deventer	10-2	10-2	10-2	10-2	10-2	OFF
Crowner	4-8	OFF	4-8	4-8	4-8	3-7
Pearlman	4-8	OFF	4-8	10-2	10-2	10-2

- d. Functional reading of notices posted is not required of the dishwasher.

Functional math skills required

- a. The dishwasher must have the skills necessary to rationally count objects up to 10. These objects can vary across several dimensions and are found in any part of the work setting. For instance, the dishwasher may be requested to place 10 clean pieces of silver in the rack located in the Food Service Area.
- b. Functional addition and subtraction of objects are not required skills of the dishwasher.
- c. Clock reading and money management math skills are described in the *Supportive Skills* section of the inventory.

Functional writing skills required

- a. The dishwasher must have the skills necessary to print or write his first and last name. These skills should be performed across types of paper, types of writing instruments, and in various physical settings. For example, the dishwasher must sign for his/her check twice monthly and may be asked to do this in any room of the cafeteria, and with any type of writing instrument available.
- b. The dishwasher is not required to have other writing skills beyond those involving name writing. However, as will be described in the *Supportive Skills* section of the inventory, the dishwasher is required to obtain a Social Security card. Thus, an optional handwriting skill could include the ability to fill out the application form required to secure a Social Security card. Selected items on such an application are delineated below:

Print full name _____	First	Middle	Last
Place of birth _____	City	County	State
Mother's name _____			
Father's name _____			
Your address _____	Number & Street	City	State ZIP
Today's date _____			
Telephone number _____			
Date of birth _____			
Your sex _____			
Your color _____			
Sign here _____			

2. Essential categorization and discrimination skills required.

Several of the categorization and discrimination skills deemed critical to job performance are presented below. The dishwasher should display the skills necessary to discriminate among and/or categorize the following:

- a. Variations of silver, e.g., knives, forks, spoons
- b. Variations of glasses, e.g., large, small
- c. Variations of plates, e.g., large, small
- d. Variations of trays, e.g., yellow, red, white
- e. Variations in general machines, e.g., disposal, dishwasher
- f. Variations in specific machinery component parts, e.g., switch, door, belt
- g. Variations of racks, e.g., flat bed, prong
- h. Variations of receptacles, e.g., cans, jars, bottles
- i. Variations of paper goods, e.g., napkins, paper, caps
- j. Variations of printed signs, e.g., exit, in
- k. Variations of directions on machinery, e.g., push/pull; off/on; up/down
- l. Variations of faucets, e.g., large handles, small handles
- m. Variations of cleansers and soaps, e.g., dishwashing soap, table cleaning soap
- n. Variations of tables and chairs, e.g., green tables, red tables, green chairs, red chairs
- o. Variations of tools, e.g., mop, broom, wringer

3. Short term memory requirements

It should be noted that on occasions dishwashers are required to carry out orders received from supervisors after 30 to 60 second time delays. For example, if a dishwasher was loading a rack and was about to place the rack in the dishwashing machine, and at this same instant he/she might be instructed by the supervisor to take the trash out, the dishwasher should remove the trash *after* current operations with the dishwashing machine were completed. However, if the dishwasher manifested poor short term memory skills, she could compensate to some degree by staying on schedule and thus minimize the number of tasks directed to her by the supervisor.

F. Machine and tool skills required

Delineated below is a listing of the machinery and tools that the dishwasher will need to operate and use. Each tool or machine is described in terms of its physical characteristics and the purposes for which it is used.

1. **Hot and cold water taps** - There are two sets of hot and cold water taps located above and two sinks presented in Figure 2. The taps operate on a standard push/pull principle. Pushing the levers inward toward the wall reduces water pressure and eventually shuts off the flow, while pulling the levers outward toward the dishwasher increases water flow. There are at least the following uses for the hot and cold water taps.
 - a. The taps are operated to fill the sinks in order to clean pans.
 - b. The taps are operated to fill the mop and cleaning buckets.
 - c. The taps are used to wash sponges and cleaning cloths.
 - d. The taps are used to fill silver buckets.
2. **Water spray apparatus** - The water sprayer is located directly above the garbage disposal machine. It is operated by a standard squeeze/release motion. Thus, the sprayer is turned on and its water flow increased by squeezing the sprayer handle in a manner similar to operating a bicycle hand brake. The sprayer is turned off or its flow can be decreased by releasing the squeezing pressure on the sprayer handle. The sprayer is used for at least the following functions:
 - a. The sprayer is used to spray water on plates and trays in order to remove waste from and direct waste into the sink disposal.
 - b. The sprayer is used as the source of water necessary to operate the garbage disposal. Every time the disposal is turned on, the sprayer must be squeezed so that a relatively hard flow of water is directed into the disposal hole.
 - c. The sprayer is a water source necessary for cleaning specific counter tops. The sprayer can be directed at a counter top for purposes of rinsing and cleaning.
3. **Racks placed into the dishwasher** - Racks placed into the dishwasher are approximately 3 feet by 3 feet square and can be loaded with pans, silver, dishes, trays, glasses, and coffee servers when these items are placed in the dishwashing machine. Since the racks are run through the dishwashing machine they rarely require special cleaning. There are 2 types of racks used in this job. Rack Type A is a flat bed rack, and the dishwasher can load silver, coffee servers, fruit cups, and dessert cups, and pans into it. Rack Type B is a prong rack and can be used for loading trays, glasses, and all types and sizes of dishes. Once loaded the racks must be pushed into the dishwashing machine by hand.
4. **Utensil bracket** - Before silver can be placed on flat bed racks, it must be loaded into a utensil bracket. A utensil bracket is a device that holds the silver upright while it is run through the dishwashing machine. A utensil bracket is approximately 16 inches long, 8 inches wide and 6 inches tall. A utensil bracket resembles an open shoe box. In addition, a utensil bracket contains individual compartments for housing small groups of silver upright. Each compartment can accommodate approximately 15 pieces of various silver. As described in the *Basic physical sensory-motor skills* section of the inventory, the dishwasher is required to place handfuls of silver into and from the utensil bracket. The utensil bracket is used only for enclosing silver being cleaned in the dishwasher. Thus, the utensil bracket does not require special cleaning. When not in use, the utensil bracket is kept on the shelf labeled *Dish storage racks* in Figure 2.

5. **Garbage disposal** - The garbage disposal is located to the immediate right of the service window. The garbage disposal is operated by pressing an on/off button below the counter directly in front of the disposal. As mentioned in the *Water sprayer* description, the disposal should *not* be operated until the water sprayer is aimed into the disposal and squeezed on. To use the garbage disposal most efficiently, the dishwasher should operate this machine only when the inner hole of the disposal is filled with garbage to a point level with or slightly above the level of the counter top. The sole purpose of the garbage disposal is to shred and remove soft garbage. The machine will malfunction or become totally inoperative when items such as paper, silver, or large bones are placed in it. Obviously, the disposal is a somewhat hazardous machine, and should never be operated when the dishwasher's hands are in the disposal hole.
6. **Dishwashing machine** - The dishwashing machine is located in the upper right corner of the dishwashing room as depicted in Figure 2. The dishwasher is operated by pressing an off/on button located below the right side, under the counter. A detailed description concerning the operating procedures specific to the dishwashing machine is provided in the *General Characteristics* section of the inventory. The dishwasher is obviously the machine or tool most frequently used by the worker. To operate the dishwashing machine most efficiently, the dishwasher should pass racks through the machine almost continuously during peak business hours. During the remaining work hours the dishwashing machine is operated only when one or more racks can be filled with dirty dishes, cups, silver, glasses, or pans.
7. **Broom** - The dishwasher is required to sweep the dishwashing room floor prior to mopping it. The broom used for this purpose is a standard straw broom. The broom is approximately 5 feet in length and has a sweeping base of approximately 10 inches. The broom is stored in the lower left corner of the dishwashing room depicted in Figure 2. Obviously, a standard type dustpan should accompany the broom.
8. **Mop, mop bucket, and mop wringer**
 - a. **Mop** - The mop used in this job is a standard commercial type. The mop is approximately 4 feet tall and its base is composed of a cluster of stringy cloths. The mop is used to clean the dishwashing room floor after it has been swept. The mop is stored in the lower left corner of the dishwashing room depicted in Figure 2.
 - b. **Mop bucket** - The bucket is approximately 2 feet tall and 1.5 feet in diameter. The bucket is housed above a set of rollers and can be moved across the floor by grasping the bucket handle. The bucket is stored in the same area as the broom and mop.
 - c. **Mop wringer** - The mop wringer is housed on the side of the mop bucket and is usually above the bucket's water level. The mop is placed in the wringer after the mop has been cleaned in the mop bucket. The mop wringer handle opens and closes the wringer. The dishwasher must exert approximately 40 lbs. of pressure on the wringer handle when drying the mop. The wringer is stored with the bucket.
 - d. **Sponge, cleaning cloths and small buckets** - These items are stored in the same area as described for the broom and mop equipment. The sponge, cleaning cloths, and small buckets are used to clean tables in the dining area and to clean counter tops in both the dishwashing and food service rooms.

G. Hygiene skills required

Workers in a restaurant facility must adhere to high standards of grooming and body care. Listed below are the minimum hygiene requirements suggested by the employer and assessor that comply with standards set by the cafeteria operators:

1. All female workers must wear hair nets at all times.
2. All male workers must wear cook hats at all times.
3. All workers are expected to bathe and use a deodorant daily.
4. All male workers are required to be clean shaven daily. Beards are not permitted.
5. All employees are required to work with clean hands at all times. Workers must wash their hands after using the restroom, after mopping, or after completing any function that could cause the worker's hands to be unsanitary.
6. All workers are expected to wear clean uniforms daily.
7. All males are expected to get haircuts during regular intervals.
8. Leather shoes must be worn at all times. Tennis shoes are not permitted.

III. SUPPORTIVE SKILLS AND OTHER INFORMATION REQUIRED

Suggested below are selected transportation, work preparation, money management, and time-telling skills required for *independent* functioning as a dishwasher. As we noted earlier, there are some situations when persons other than the severely handicapped worker will assume the responsibility for all or part of these functions. Hopefully, the would-be dishwasher will receive instruction in supportive job skills to the same degree he/she is taught job skills.

A. Transportation skills required

1. The dishwasher will be traveling from his/her home to the job site each time he/she goes to work. The dishwasher will not be going to the job from school or from a downtown location. The distance from the group home to Madison Newspapers is approximately three quarters of a mile, one way.
2. Most dishwashing jobs in the Madison area are located in the stores and restaurants on bus lines. Unfortunately, this particular job site is not within walking distance of a bus line. However, since the site is only three quarters of a mile from the group home, it is within walking distance for a dishwasher residing there. Thus, the dishwasher would be required to complete the following transportation skills to walk to and from this job site:
 - a. The dishwasher should walk on the sidewalk, wherever possible, and should keep to the right side of the sidewalk.
 - b. When there is no sidewalk provided, the dishwasher should walk on the left side of the street pavement, staying as close to the road shoulder as possible.
 - c. The dishwasher should be able to walk up and down varying inclines and across varying terrain.
 - d. The dishwasher should possess the skills necessary to cross intersecting streets having 3 or less lanes.

- e. The dishwasher should possess the location skills necessary to find the way from the group home to the job site.
3. Possibly the best alternative transportation for this job would be the use of a public taxi. A taxi could be employed when weather conditions were so unfavorable that the dishwasher would be unable to walk to work. (The reader should be aware that these "unfavorable weather conditions" are especially prevalent in Wisconsin during the January-February months). Hopefully, the dishwasher will possess the telephone and language skills sufficient to personally call the taxi. However, if this were not the case, the call could be placed by a group home parent.

B. Skills related to work preparation

1. a. While at work a male dishwasher is required to work and provide at his own personal expense, the following items: leather shoes, dark solid-color trousers (not blue jeans), and clean underwear that includes a plain white T-shirt. In addition, while at work a male dishwasher is required to wear a white uniform shirt, a white uniform apron, and a white throw-away cap made of paper. A female dishwasher is required to wear and to provide at her own expense the following items: flat leather shoes, and clean underwear. In addition, a female dishwasher is required to wear a company-provided uniform dress and a company-provided hair net.
- b. In terms of clothing requirements necessary to get to and from work, the dishwasher must possess the skills necessary to match his outer garment needs with varying weather conditions and temperatures. Thus, in the winter, the dishwasher must wear heavy shoes or boots, a warm coat, gloves, and some sort of hat. In contrast, summer attire for males could include only those items described in 1.a. (above).
- c. Laundry skills required of a male dishwasher are minimal since the company-provided shirts and aprons are cleaned by the company and at their expense. However,
 - 1) A male dishwasher must have the skills necessary to wash, dry, and iron his trousers and underwear.
 - 2) A male dishwasher must have the skills necessary to polish his shoes.
- d. Laundry skills required of a female dishwasher are more extensive than those of the male counterpart because she is required to launder her company-provided dress. Thus, a female dishwasher is required to perform the following clothes-related skills:
 - 1) A female dishwasher must have the skills necessary to wash, dry, and iron her company-provided dress and her underwear.
 - 2) A female dishwasher must possess the skills necessary to polish her shoes.

There are no color combination skills required of either a male or female dishwasher.

2. a. The part-time dishwashing job provides for minimal lunch break of precisely 15 minutes. Given such a short time interval for lunch, the dishwasher must eat his meal in the dining area depicted in Figure 1.

b. The following lunch options are available to the dishwasher:

- 1) The dishwasher can bring his own sack lunch and obtain soft drinks, milk, or coffee from a vending machine for \$.25 in coin.
- 2) The dishwasher can bring approximately \$1.50 in coins and can obtain a cold sandwich and his drink from vending machines.
- 3) The dishwasher is discouraged from obtaining his lunch in the regular cafeteria, due to the limited amount of time he/she has for lunch.

c. The dishwasher should have the skills necessary to prepare his own sack lunch, since this is not only a work requirement, but also a requirement for residence in the group home.

d. The dishwasher is discouraged from bringing a sack lunch that requires refrigeration because refrigeration space for the cafeteria operation is limited.

C. Basic money management skills required

In most cases, a severely handicapped person hired as part-time dishwasher, would not rely on his/her wages for total support. The dishwasher would have additional income from sources such as Social Security. However the average weekly gross payment for a dishwasher described herein is approximately \$45.00. Of this \$45.00 earned, the workers "take home" pay is approximately \$32.00 and he/she is paid bi-monthly.

1. Delineated below is a listing of suggested ways the severely handicapped dishwasher could use his/her income:

- a. For general savings;
- b. For specific savings item(s) such as vacation or a bicycle;
- c. For direct purchases such as clothing and grooming items;
- d. For unnecessary or luxury purchases such as additional food, liquor, or cigarettes;
- e. For payment toward time purchases such as a radio or a television;
- f. For payment for recreational activities such as movies, ice skating, or camping.

Hopefully, with assistance from a teacher or parent, the dishwasher will establish a budget plan under which portions of his/her income will be divided to allow payment for several of the items listed above.

2. The dishwasher will need to bring money to the job for lunch purposes, for emergency phone calls, and possibly to provide for an emergency taxi cab ride.

- a. If the dishwasher brought his own sack lunch, he/she would need the following amounts in coin form:

telephone	\$.20
drink	.25
emergency cab	<u>1.10</u>
total required	
daily	\$1.55

- b. If the dishwasher did not bring a sack lunch, the following amounts would be necessary:

telephone	\$.20
drink	.25
sandwich from vending machine	<u>1.10</u>
total required	
daily	\$2.55

Thus, in the situations described above, the dishwasher would need functional money use skills to handle between \$2.50 and \$3.00. In addition the workers would be required to perform these skills *independently*.

3. The severely handicapped worker is paid by check on a bi-monthly basis.
4. Hopefully, the dishwasher will cash his check at a bank enroute to or in the vicinity of the job site. Several banks in the Madison area provide individualized service to handicapped patrons. Specifically the dishwasher could use the following special services:
 - a. A predetermined amount of savings and cash received can be negotiated on a bi-monthly basis, by the dishwasher, his/her guardian, and special service employees of the bank.
 - b. The dishwasher could ask for assistance from special service employees each time he/she enters the bank.
 - c. The special service employees could be required in advance to notify the dishwasher's group home supervisor or parents in the event of a significant savings withdrawal or application for a loan.
5. Although the degree of independence in public stores is not related to successful performance as a dishwasher, store usage skills should be assessed as part of the job inventory. The assessment of store skills will provide group home parents and teachers with a framework concerning the number and types of purchases the dishwasher can make independently. Specifically we would suggest the following breakdown in this area.
 - a. The assessor should determine the types of stores that the severely handicapped worker can currently function in. Perhaps he/she is competent in a grocery store, but needs additional skills in the use of clothing stores.
 - b. The assessor should determine the amounts of money the worker can functionally use in a store. Perhaps the worker requires a predetermined list of items and the exact or near exact amount of money to purchase the items.
 - c. The assessor should determine the dishwasher's level of independent functioning in a store. Perhaps the worker is most competent when he/she is with a supervisory person or with other handicapped associates.

Obviously an assessment of this type is specific to the worker in question. However, if this important area of the inventory is overlooked, the worker could become frustrated concerning his/her purchasing power and this in effect could have serious repercussions directly related to work performance.

D. Time telling and time judgement skills required

1. The severely handicapped dishwasher will need time telling skills accurately to within one minute. The dishwasher must commence work, take his break, and finish work precisely to the minute. The dishwasher must perform time telling skills *independently*, since he/she will not be told by his supervisor when to start, when to finish, or when to take a break.
2. The schedule below is one which depicts several critical occurrences specific to the job under investigation. This schedule, written on a 3 x 5 card, is posted to the left of the service window depicted in Figure 2. The schedule was developed by a vocational teacher and Food Service Worker A (the dishwasher's supervisor).

FIGURE

10:15	Silver
10:30	Pans
12:00	Break
1:00	Silver
1:15	Pans
2:00	Clean-up
2:30	Finish work

The dishwasher must begin each major task area delineated on the card on or before the time suggested. In addition, the dishwasher must finish a particular task *before* the next task on the schedule is started. Thus, the dishwasher must be able to pair or match the task written on the card, with a particular time interval.

3. The only non-task occurrence that the severely handicapped worker must pair or match with a specific daily time period is lunch. The lunch time period is posted as depicted in Figure 3 and is taken as described in 2 above.
4. The worker must leave his group home 20 minutes prior to the starting time of work. Thus, a dishwasher who commences work at 9:30 a.m. must leave his home at exactly 9:00 a.m.
5. There are no alternative time telling strategies available to the dishwasher, since all time telling skills must be performed independently.

E. Health code requirements

As mentioned previously, the final two components of the job inventory, *Health Code Requirements*, and *Informed Consent and Legal Requirements* are information sections that do not pertain to specific skills required of a severely handicapped worker. However, these areas are essential to a comprehensive inventory and those items specific to the dishwashing job are listed below.

1. A physical examination is not required by the cafeteria operators. However, public school personnel should insist that all potential handicapped workers receive a complete physical *before* these students begin competitive job training. There are numerous research reports suggesting a high incidence of physical disabilities in severely handicapped persons.

These critical tasks do not include all duties performed by the dishwasher, just those with time constraints.

2. There are no vaccines required by the cafeteria operators. However, public school personnel should contact a potential worker's physician to assure that he/she has received vaccines deemed necessary for food service workers.
3. Health code requirements specific to restroom use and handwashing are described in the inventory section titled a *Listing of the Basic Interpersonal Skills Required*, Part 3. Health code requirements specific to the use of hair nets and paper caps are described in a *General Description of the Social Environment*, Part 3.

F. Informed consent and legal requirements

1. All workers under age 18 need a work permit in the state of Wisconsin. The steps required of a severely handicapped worker in procuring a work permit are described below:
 - a. The potential worker or his/her agent must fill out a work permit application. The form required information similar to that depicted in section D: *Functional Academic Skills Required*, for completing a Social Security application.
 - b. The potential worker must have the application signed by his/her parent or guardian.
 - c. The potential worker must return the application, in person, to a local high school or other designated facility.
 - d. The potential worker must obtain a Social Security card *prior* to applying for a work permit.
2. All workers, unless exempted by federal regulations, must obtain or make application for a Social Security card *prior* to beginning work. The steps required for obtaining a Social Security card are listed below:
 - a. The potential worker or his/her agent must fill out a Social Security card application. Portions of this application form are described in Section D: *Functional Academic Skills Required*.
 - b. The potential worker or his agent must return the application form to a local Social Security office.
 - c. The potential worker should be informed that his Social Security card will be sent to him/her via U.S. mail and will arrive approximately four weeks after the application is received.
3. Guardianship laws designed to protect the rights of severely handicapped persons vary from state to state. In Wisconsin an 18 year old severely handicapped person has all rights of an adult unless other arrangements are made in a court of law. Some Wisconsin parents of severely handicapped persons have attempted to protect their sons/daughters by asking the courts to allow them to maintain partial guardianship after age 18. Thus, it is in the best interest of all persons involved in the work placement to contact legal parents *before* a severely handicapped student accepts employment.
4. The dishwasher working for the cafeteria operators is protected in the event of injury by Workmen's Compensation during working hours.
5. The cafeteria operators require that all employees be bonded. The bonding form is a long and complex application that can only be filled out by someone with access to the dishwasher's permanent records and someone who has legal permission to complete such a form.

6. The cafeteria operators require that all employees attend one orientation meeting. The operators allow an advocate or teacher to attend along with the worker.
7. As mentioned previously, the question concerning whether or not the severely handicapped citizen indeed does want the job offered is crucial. For too many years "helpful others" have predetermined what the severely handicapped citizen will and will not do. In an attempt to assess whether a worker wanted the dishwasher job, information related to the following was secured:
 - a. The worker's verbal responses to questions, about work as a dishwasher were recorded.
 - b. The worker's performance as a dishwasher in simulated settings prior to actual employment was considered.
 - c. The worker's performance across work-related domains discussed in the current inventory was studied.
 - d. The worker's performance as an employed dishwasher and his/her verbal responses to questions about work as an employed dishwasher were analyzed.

An Inventory of Selected Skills and Related Information Required for Severely Handicapped Students to Function on a Folding Job in a Photographic Media Center^a

I. General Job Characteristics

A. *Reasons why severely handicapped students were considered for this job*

There were several factors suggesting that the cluster of skills required for folding promotional material at a photographic media center was within the repertoires of several severely handicapped students in the Madison Public Schools:

1. It had been determined that severely handicapped workers had performed similar folding tasks frequently in sheltered workshop settings.
2. *Mildly* handicapped and non-handicapped workers had performed similar folding and collating jobs with the employing company and at other business in the Madison area.
3. When a task analysis of the job was completed, it was judged by teachers that some severely handicapped students currently possessed many or all skills related to the folding job and that other students could be taught the required skills.
4. The potential employer stated a willingness to employ several severely handicapped students on a part-time basis, provided those student were trained initially by school personnel.
5. The photographic media center where folders were employed is located on a public bus line accessible to selected severely handicapped students.
6. The folding job was appropriate for severely handicapped workers under 18 years of age.

^aAppreciation is expressed to Steve Markstrom, Director, and to Jack Lund, Coordinator of Photography at the University of Wisconsin Photographic Media Center, Madison. Without their assistance and cooperation this project could not have been undertaken.

7. Although several skill requirements of the job were similar to those frequently performed in sheltered workshops, the current job location at a photographic media center facilitated the integration of severely handicapped workers with non-handicapped workers.
8. Since the folding job was a short term placement lasting approximately 15 weeks, *younger* severely handicapped students would be able to work and return to school when the job was completed.

B. General description of the job

1. Described below are the basic components that hopefully convey the routine cluster of skills performed by the folder (F). The task analysis is divided into four major areas:

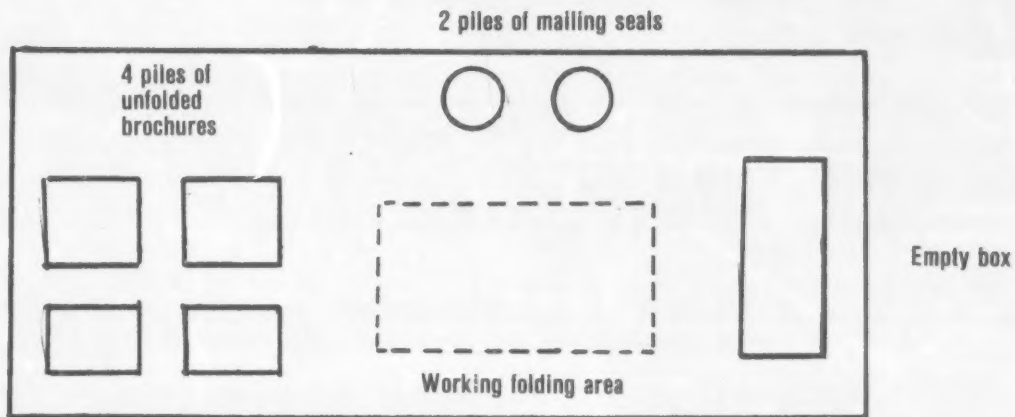
I. HOME AND SCHOOL PREPARATION FOR WORK

- A. F will launder, iron, and select his/her next day's clothing the night before he/she is to go to work.
- B. F will prepare his/her sack lunch and prepare his/her money for work at least one hour before leaving for school.
- C. F will select his/her outer garments for work at least one half hour before leaving for school.
- D. F will leave home and take a bus to school.
- E. At precisely 9:30 a.m., F will leave school, walk to the nearest bus stop and board a bus going to the downtown square.
- F. F will walk from a bus stop at the downtown square to the University of Wisconsin (UW) Photo Media Center on the University of Wisconsin campus. F will enter the UW Photo Media Center at approximately 10:00 a.m.

II. Onsite worker preparation

- A. F will enter the work facility and walk to the folding/collating room.
- B. F will remove his/her outer garments and place them in an appropriate section of the folding/collating room.
- C. F will walk to the time clock outside the folding/collating room, select his/her time card from the card rack, and punch his/her time card in the time clock.
- D. F will remove a full box of unfolded promotional brochures stored in the folding/collating room, and place the brochures on his/her table. F will place the unfolded promotional brochures in 4 piles as depicted in Figure 1.
- E. F will remove two handfuls of mailing sealers from a specified shelf in the folding/collating room and place the seals on his/her work table. F will place the mailing sealers in two piles as depicted in Figure 1.
- F. F will select an empty box located in a designated area of the folding/collating room and place that box on his/her table, as depicted in Figure 5.

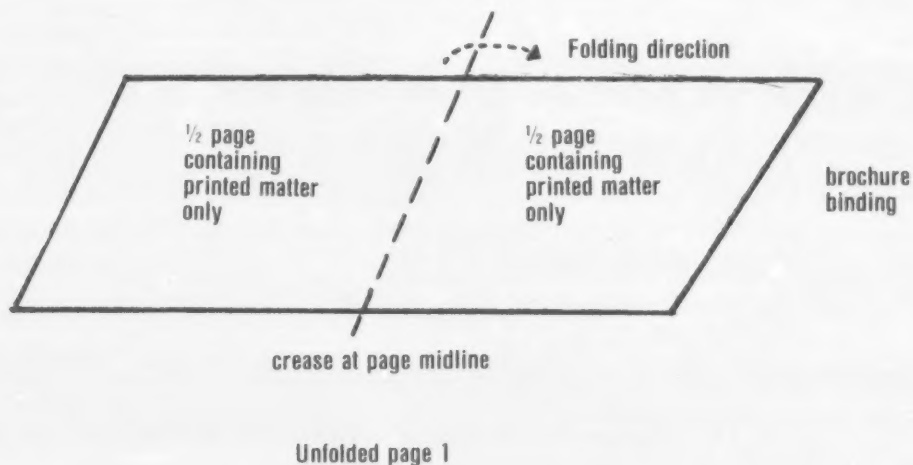
FIGURE 5
FOLDER'S WORK TABLE



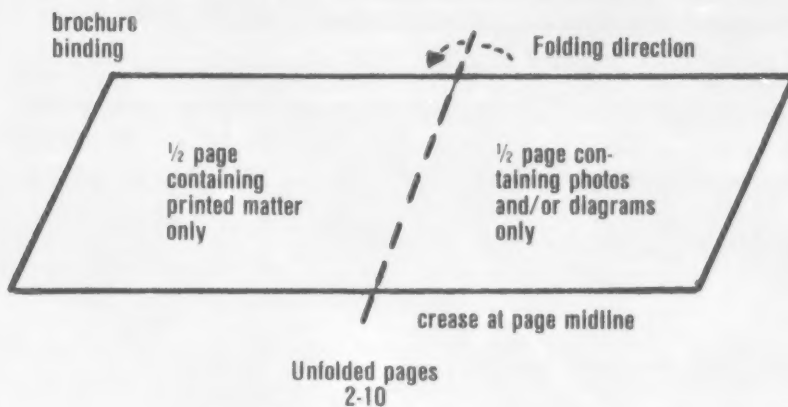
III. Tasks related to folding, sealing/and or storing promotional materials

The following tasks constitute the primary cluster of routine skills performed by the folder. Thus, once the folder has prepared his/her materials the following procedures are initiated and repeated throughout the work day.

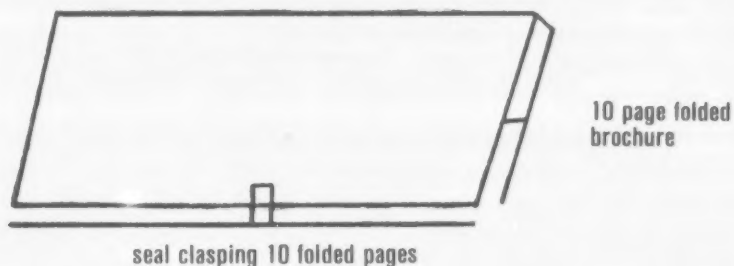
- A. After taking a seat at a designated work table, F will select one unfolded promotional brochure from his/her work area and place the brochure on the table directly in front of him/her.
- B. F will hold each page of the ten page brochure in the precise manner described below, so that the completed brochures will be prepared for eventual mailing.
 1. F will hold Page 1 of the brochure so that a crease is formed at approximately the midline of the page
F will fold Page 1 in a *left to right* manner, from the brochure as depicted below.



2. F will fold Pages 2-10 of the brochure so that a crease is formed at approximately the midline of each page. F will hold 2-10 in a *right to left* manner, from the brochure binding as depicted below.



- C. Upon completion of folding each page, F will select a mailing seal from one of the two rows of mailing seals on the work table and place and seal directly in front of him/her.
- D. F will remove the protective paper on the back of the seal and place the mailing seal onto the brochure so that all pages are clasped by the seal as depicted below.



- E. F will place the folded, sealed brochure into the empty box to the right of the work area, as depicted in Figure 1.
- F. F will complete Steps A-E for each brochure folded during the work day.

IV. Preparation for completing work

- A. F will place his/her folded and sealed brochures on the supervisor's table in the folding/collating room as depicted in Figure 7.

- B. F will place his/her unfolded brochures in a box designated for incompleting brochures in the folding/collating room. (See Figure 3)
- C. F will place his/her unused mailing sealers on a specified shelf in the folding/collating room. (See Figure 3)
- D. F will walk to the time clock outside the folding/collating room, select his/her card from the card rack, and punch his/her card in the time clock.
- E. F will put on his/her outer garments.
- F. F will leave the facility and walk to the appropriate bus stop.
- G. F will board a bus going to school.
- H. At approximately 2:30 p.m., F will get off a bus in the vicinity of his/her school at an appropriate bus stop and will proceed to walk to school.
- I. F will return home at the end of the school day via a school bus.

There are not skills related to the current folding job that are not part of the sequence described in the above task analysis.

Basic performance criteria related to the folding job are crucial. Thus, criteria are delineated below:

- 1. Each brochure must be folded, sealed, and packed in less than 90 seconds.
- 2. Each brochure must be folded so that the crease made on each page is within $\frac{1}{8}$ " of the actual midline of that page.
- 3. Mailing sealers are approximately $1\frac{1}{4}$ " long. Each sealer must be placed on all brochures so that approximately $\frac{1}{2}$ " of the seal covers the lower edge of Page 1 and approximately $\frac{1}{2}$ " of the seal covers the lower edge of Page 10.
- 4. Each folder employed at the Photographic Media Center must perform Steps A-I continuously at the above criteria levels for approximately 3.5 hours.

The next section of the inventory provides a description of work hours, days off, overtime, and breaks.

The folding job under investigation is a part-time position. Specifically, the folder is required to work on three prescribed days weekly, for 3.5 hours each day. Usually these work days are scheduled in advance and do not change from week to week. The folder is not requested to work additional weekdays or on Saturdays. The folder is expected to commence work at 10:00 a.m. and to complete all required duties by 2:00 p.m.

The folder receives one 30 minute break each workday. The break is taken precisely from 12:00 noon to 12:30 p.m. The folder does not receive overtime opportunities.

C. A general description of the work setting

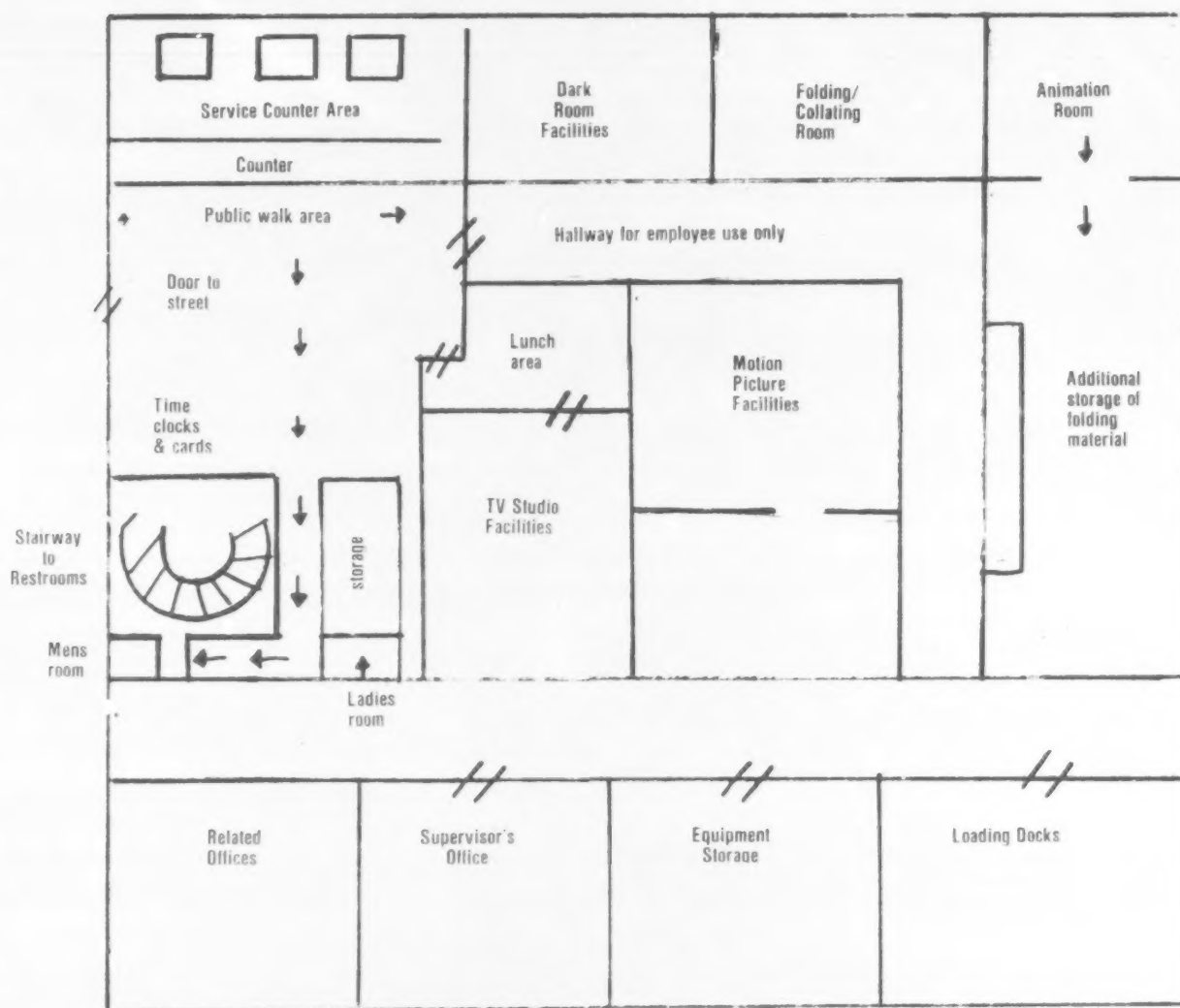
The work setting is in a media center and is located adjacent to campus of the University of Wisconsin, Madison. The media center, although affiliated with the University, is self-sufficient in that it is operated through business generated both inside and outside the University. The media center produces an array of films, video tapes, slide shows, and animated features for its customers. In addition, the center develops film for a large number of Madison's camera and film stores and departments.

The promotional material prepared by five severely handicapped workers was designated to attract new customers to the UW Photographic Media Center.

1. The media center complex is depicted in the illustration below. The folders work principally in the folding/collating room. However, the workers are required to perform some tasks in the Animation Area:

FIGURE 6

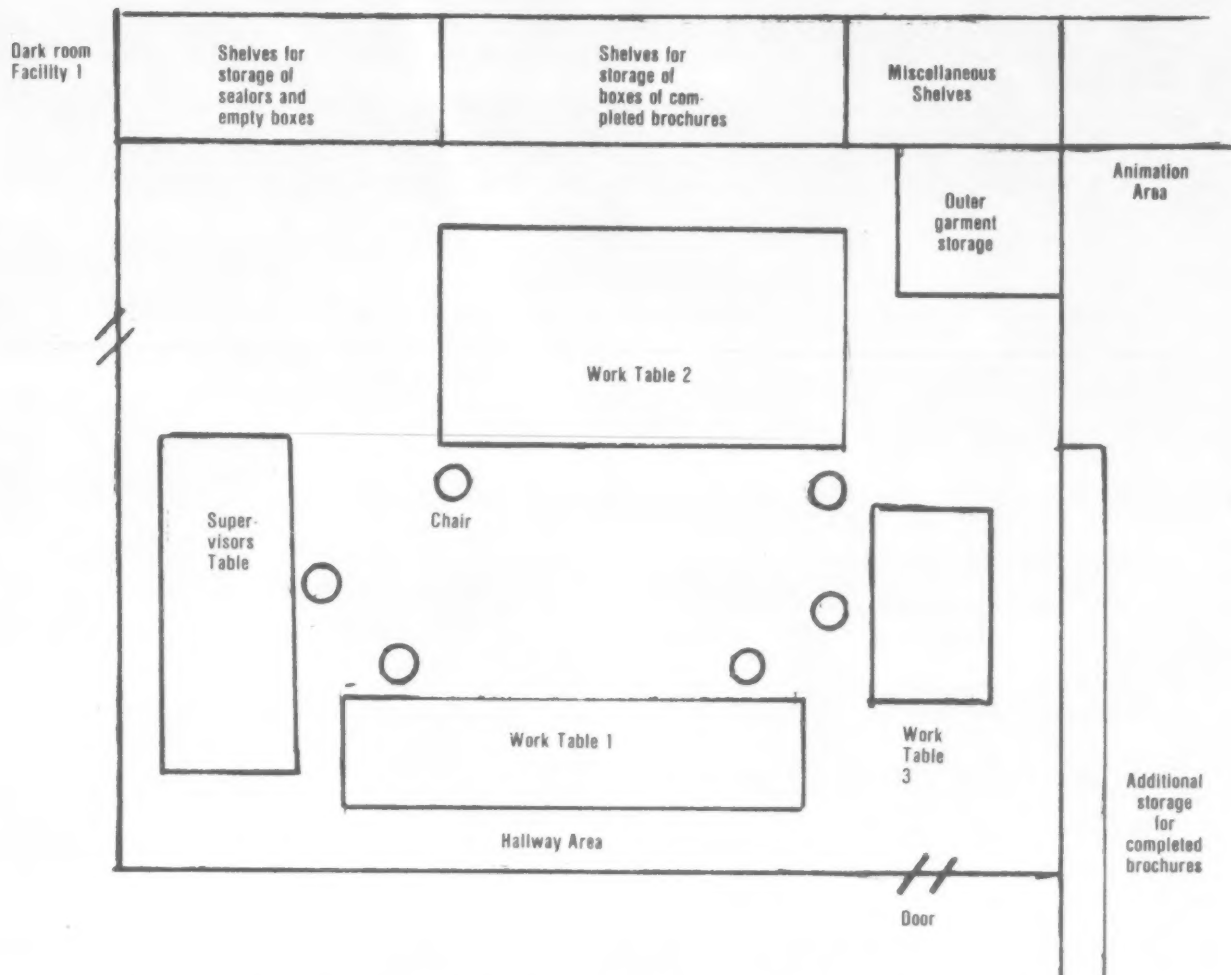
SCHEMA OF PHOTOGRAPHIC MEDIA CENTER



2. A schema of the folding/collating room is depicted below. The room is specifically arranged for folding promotional brochures. The room is also used by other media employees for storage purposes. (For a detailed illustration of each folder's work areas, see Figure 1)

FIGURE 7

SCHEMA OF FOLDING/COLLATING ROOM



3. The setting changes required of each folder are minimal. The folder spends 90-95% of his/her time in the folding/collating room. Specifically the following setting changes are required:
- A folder is required to enter the public walk area, twice daily for purposes of punching in and out on the time clock.
 - A folder is required to enter the lunch area, during break periods for purposes of purchasing a soft drink and for eating lunch.
 - A folder can use the public walk area, the employee hallway, and the public restrooms during break periods only.
 - Several folders are required to enter the Animation Area for as many as three times for purposes of storing completed, counted brochures.

D. A general description of the social environment

1. *Information related to fellow workers.* The folders perform their duties along with 38 fellow employees hired by the Media Center as photographers, film developers, TV production personnel, animation specialists, business personnel, secretaries, and administrators. The fellow employees are not involved in the folding tasks. Information related to the visible characteristics, dress, duration of employment, and statements made to the job assessor concerning past experiences with handicapped workers of selected employees follows:

- a) A work/study folder was a female, approximately 21 years old. She wore a colored blouse, double knit slacks, and flat leather shoes. This work/study folder was assigned to work in the center on a temporary, short term basis, and had been employed currently for approximately 6 weeks. In addition to folding, the work/study student was assigned to supervise the five severely handicapped workers after their initial training was completed by school personnel. The work/study student stated that she had worked with "handicapped people before," and that during training "the five folders seemed to do their jobs well and probably would not need much supervision." (S¹)
- b) Another employee was a male film developer. He was approximately 29 years old, and had been employed by the center for 2.5 years. He wore blue jeans, a plaid shirt, and tennis shoes. Although he did not work directly with the folders, he ate lunch with these workers during the same break period and in the same facility. He stated that he had never worked with retarded individuals in the past. He further stated that he was glad that these students had opportunities to work at the center.

2. *Information related to supervision.* The handicapped folders receive most of their direct supervision from the work/study folders described above. Frequently, however, the Director of the center evaluates the quality and quantity of finished brochures. Thus, the remainder of this section will detail the extent of supervision emanating from both the work/study folder (S¹) and the Director (S²).

- a) S¹ visited the folding/collating room for purposes of evaluation and to give direct orders approximately 7 times during the daily 3.5 hour work period. During these visits S¹ rarely discussed work performance with each folder. Instead, S¹ usually told the folders collectively that they were doing a fine job and proceeded to check the quality of their folding and sealing.

Those brochures needing refolding and/or resealing were frequently completed by S¹. Thus, as noted in the dishwasher inventory, competitive workers receive little daily feedback concerning successful versus unsuccessful job performance.

During those occasions when S¹ found it necessary to give directions to the folders, the following primarily one component directions were suggested by the vocational teacher.

- 1) Get your materials.
- 2) Put your materials away.
- 3) Work faster.
- 4) Take your break.
- 5) Fold straight.
- 6) Seal the whole book.

- 7) Take the box into the Animation Area.
 - 8) Do this book again.
 - 9) Talk softly while working.
 - 10) Turn the radio on.
 - 11) Turn the radio off.
 - 12) Get your coat.
 - 13) It's time to clean up.
 - 14) You got a lot done today.
- b) S², the Media Center Director, visited the folding/collating room primarily for the purpose of quality checking completed brochures. S² visited the room approximately 2 times during the 3.5 hour work period, usually once at the beginning of the work day and once at the end. The job assessor noted that in most cases, S² gave his directions and/or concerns to S¹ rather than to the folders directly.
3. *Information related to special contingencies of the employer.* Listed below are the specific regulations and procedures suggested by the employer:
- a) No smoking is permitted in the work areas.
 - b) Folders are not permitted to enter dark rooms.
 - c) Folders are expected to use restroom facilities during break periods only.
 - d) Two hours notice by phone is expected in advance of any emergency absence.
 - e) Two weeks notice is expected prior to quitting the job.

II. Specific Work Skills Required

A. *Basic physical sensory-motor skills required*

Folders are expected to perform several physical sensory-motor skills. As suggested in the task analysis, there is a specific sequence in which most folding skills are performed. Hopefully, the listing of physical sensory-motor skills below is sufficiently inclusive to account for the skills required in a typical work day.

- 1. *Weights and Measures.* A folder should be able to pick up, carry and set down loaded boxes that weigh up to 25 pounds. A folder should be able to carry loaded boxes distances of up to 25 feet. Loaded boxes contain either folded or unfolded promotional brochures. Boxes are approximately 2' x 3' x 2'. Frequently loaded boxes are moved from one point in the folding/collating room to another. However, on occasion these boxes are moved from the folding/collating room to the Animation Area for storage.
- 2. *Unusual visual and auditory skill requirements.* The folding job does not require visual or auditory skills of an unusual nature. Thus, it was determined by both supervisors and by the assessor that a "normal range" of visual and auditory skills would be sufficient.
- 3. *Amount of time standing and sitting.* The folder working a typical 3.5 hour day is required to stand for approximately .5 hours and remain seated for approximately 2.5 hours, excluding break period activities.

4. *Physical demands deemed crucial.* Listed below are the major physical motor skills required. All physical motor skills described below must be performed without assistance.

- a) The folder is required to pick up, carry, and set down a pile of 25 unfolded and unsealed brochures across distances of less than 20 feet;
- b) The folder is required to pick up, carry, and set down a cluster of 15 folded and sealed brochures across distances of less than 20 feet;
- c) The folder is required to pick up, carry, and set down 2 handfuls of unused mailing seals across distances of less than 20 feet. Typically a handful of seals contains between 20 and 35 seals.
- d) The folder is required to pick up, carry and set down 1 loaded box weighing up to 25 pounds a distance of 25 feet;
- e) The folder is required to complete all motor subskills described in the task analysis section of this analysis. All motor subskills must be performed at the aforementioned criterion levels.

B. *A listing of basic interpersonal skills required*

1. *Direct verbal responses required after supervisory commands.* As mentioned in the *Language Requirements* section of the inventory, lengthy verbal responses are not required of the folding job under assessment. However, the folder should be able to functionally respond to supervisory commands delineated in the *Information Related To Supervision* section with "yes" or "no" verbal statements or gestures and then should proceed to carry out the directions given.

2. *The numbers and types of social interactions conducted among fellow workers*

- a) The folder is not required to socially interact with fellow workers. However, the folder should maintain a facial expression that is socially acceptable to other workers. Grimaces, blank expressions, and inappropriate smiles, etc. are not acceptable.
- b) The folder should be able to greet and say farewell to fellow workers when beginning and ending work respectively. Although a verbal "hello" and "goodbye" are most appropriate in these social situations, a hand wave is probably sufficient.

3. *A description of lunch break and restroom activities*

- a) The folder is not required to initiate his/her lunch break. In most cases, the lunch break is announced by S'. However, once the lunch break commences, the folder is expected to perform the following skills prior to break completion.
 - 1) The folder should use the proper restroom facility.
 - 2) The folder should take his/her prepacked lunch from the storage area in the folding/collating room and bring it to the lunch area.
 - 3) The folder should use the proper vending machine to secure a desired drink.
 - 4) The folder should complete 1-3 above *before* 12:30 p.m. daily.
 - 5) The folder should return to work in the folding/collating room when told to do so by S'.

- b) The employee eating area, depicted in Figure 6, is centrally located in the Media Center. Restroom facilities, however are located approximately 150 feet from the folder's primary work area and are downstairs. Restrooms are well supplied with soap, paper towels, and toilet paper.

4. *Procedures for finding additional work*

There are no time intervals during the work day when the folder can complete all work available. Thus, procedures for finding additional work are unnecessary.

5. *Unexpected social interactions*

The folder is not expected to greet new acquaintances and is not required to interact with the public.

C. *Language skills required*

1. The supervisor of the folding job limits all commands to the primarily one component verbal directions delineated in the *Information Related to Supervision* section of this inventory.
2. Listed below are selected nouns, verbs, adjectives/adverbs, and prepositions that are used frequently by both supervisors and folders employed at the Media Center:

SELECTED NOUN-PRONOUN INVENTORY

brochure	lunch
sealor	folded brochure
photo page	unfolded brochure
printed page	sealed brochure
table	unsealed brochure
chair	handful
box (es)	rows
folding room	crease
lunch room	binding
time block	each
time card	work day
work area	supervisor
coke machine	folder
mine	yours

SELECTED VERB INVENTORY

begin	punch	go get
finish	enter	set
seal	exit	sit
pile	walk	stand
fold	take	help
bring	clean up	remember
press	returns	carry
give me	turn on/off	pie
get	get	stack
put	put away	check
hurry	take out	close

SELECTED ADJECTIVE/ADVERB INVENTORY

big	small
small	light
empty	fast
full	slow
all	working
home	not working
red	white

SELECTED PREPOSITION INVENTORY

in	out
beside	around
next to	over
for	near
from	out
at	

3. In addition to the use of the above inventories, the folder should be able to demonstrate expressive "yes" and "no" appropriately.

D. *Functional academic skills required*

Delineated below are the functional academic skills deemed crucial to the folding job by both the assessor and the work/study supervisor (S¹):

Functional reading skills required

1. The folder must be able to functionally read at least the following words when they are presented in a variety of settings and in various types of letters and forms (e.g., handprinted, boldprinted, capital letter print, small letter print).

Selected reading inventory

- a) The folder should be able to read his/her name.
- b) The folder should be able to functionally read the following words:

off/on	trash
out of order	storage
do not enter	men/women
enter	public/private
exit	coke

2. The functional reading of work schedules is not required.
3. The functional reading of posted notices is not required.

Functional math skills required

1. The folder must have the skills necessary to rationally count from 1-4 objects. These objects include folded brochures, unfolded brochures, seals and boxes. For example, the folder is required to set up 4 piles of unfolded brochures at his/her work area before folding commences.
2. The folder is not required to add or subtract objects.
3. Clock reading and money management math skills are described in the *Supportive Skills* section of the inventory.

Functional writing skills

1. The folder must have the skills necessary to print or write his first and last name. The skills should be performed across types of paper, types of writing instruments and in various physical settings. For example, each folder must sign for his/her check periodically and may be asked to do this in any room of the Media Center, with any type of writing instrument available.
2. The folder is not required to have other writing skills beyond those involved in name writing. However, as will be described in the *Supportive Skills* section of the inventory, the folder is required to obtain a Social Security card. Thus, an optional handwriting skill might include the ability to fill out the application form required to secure a Social Security card. Selected items on such an application are delineated below:

Print full name _____	First	Middle	Last
Place of birth _____	City	County	State
Mother's name _____			
Father's name _____			

Your address _____	Number and Street	City	State	ZIP
Today's Date _____				
Telephone Number _____				
Date of Birth _____				
Your age _____				
Your sex _____				
Male Female				
Your color _____				
	White	Black	Other	
Sign here _____				

Essential categorization and discrimination skills

Several of the categorization and discrimination skills deemed critical to job performance are presented below. This folder should display the skills necessary to discriminate among and/or categorize the following:

- a) Variations of brochures, e.g., complete, incomplete, folded, unfolded, damaged, undamaged, sealed, unsealed;
- b) Variations of time card, e.g., own name card non-own name card;
- c) Variations of work areas, e.g., supervisor's area, own area, other workers' areas;
- d) Variations of boxes containing brochures, e.g., boxes packed with folded brochures, boxes packed with unfolded brochures;
- e) Variations of rooms at the work site, e.g., folding/collating room, lunch room, restroom, other rooms.

Short term memory requirements

In most daily work situations long time periods between the time a direction is given and an action is performed are not needed. Thus, there are few difficult delayed memory requirements of significance.

Machine and tool skills required

Besides the optional use of vending machines, the folder is not required to operate any tools and/or machinery for the successful performance of the job.

Hygiene skills required

Folders in a Media Center should adhere to reasonable standards of grooming and body care. The following standards are frequently exemplified by fellow workers:

1. Workers are expected to bathe and use deodorant daily.
2. Workers are expected to brush their teeth and use mouthwash daily.
3. Workers are expected to comb their hair at appropriate times during the work day, e.g., during lunch break.
4. Workers are expected to dress casually but neatly in clothes similar to those described in the *Information Related to Fellow Workers* section of this inventory.

III. Supportive skills and other information required

Suggested below are selected transportation, work preparation, money management, and time-telling skills required for independent functioning as a folder. There are some situations when persons other than the severely handicapped worker will assume the responsibility for all or part of these functions. Hopefully, potential folders will receive instruction in supportive job skills to the same degree he/she is taught actual job skills. It should be noted that several folders work at the Media Center on the same schedule and travel to and from the same school. Thus, transportation and time-telling skills are frequently performed in small groups.

A. Transportation skills required

1. The folder will be traveling from school to the job site each time he/she goes to work. Upon completion of work the folder will return to his/her school. The distance from Badger School to UW Photo Media Center is approximately 6.5 miles. The distance from Gompers School to the Center is 14 miles.
2. The UW Photo Media Center and Gompers School are located on the same public bus line. Unfortunately, Badger School is not located near a public bus line and is not within walking distance of the Center. Thus, Badger School students traveling to work at this job site are driven there by school personnel. Since folders from Gompers School have access to public bus travel, they are required to possess the following selected transportation skills:
 - a) The folder should have the skills necessary to walk to and from bus stops both near school and in the downtown area (a significant subskill in this area is the ability to cross intersecting streets having 4 or less lanes)
 - b) The folder should have those orientation and reading skills necessary for locating appropriate buses and bus stops.
 - c) The folder should have the skills necessary to board, ride, and pay for public bus transportation to and from the work site and school.
3. Unfortunately there are not alternative transportation methods available to workers from either Gompers School or Badger School. The cost of a public taxi would be too expensive. In fact, the cab cost would probably exceed the folder's earnings on a typical work day.

B. Skills related to work preparation

1.
 - a) While at work both male and female folders are required to wear and provide at their own expense, casual clothes similar to those described in the *Information Related to Fellow Workers* section of the current inventory. For example, male folders might wear corduroy trousers, a long sleeved sport shirt, and leather shoes. A female folder could wear knit slacks, an informal blouse, and flat leather shoes.

- b) In terms of clothing requirements necessary to get to and from work, the folder must possess the skills necessary to match his outer garment needs with varying weather conditions and temperatures. For example, during the winter months the folder must wear heavy shoes or boots, a warm coat, gloves, and a hat.
- c) Laundry skills required of the folder are quite extensive as work uniforms are not provided. Thus, the following laundry related skills are necessary:
 - 1) The folder should have the skills necessary to wash, dry, and iron slacks, shirts or blouses.
 - 2) The folder should have the skills necessary to wash and dry required undergarments.
 - 3) The folder should have the skills necessary to polish leather shoes.

There are no formal color combination skills required of the folder. However, in an effort to minimize differences between handicapped and non-handicapped workers, it would be in the best interest of the folder if the following matching/combining skills were manifested:

- 1) The folder should select to wear clothing items that are not of unusual or garish colors, e.g., orange, bright pink or crimson.
- 2) The folder should wear slacks/shirt combinations where either the slacks or the shirt is of a solid color. For instance, the worker should not choose to wear striped slacks with a plaid shirt.

2.

- a) The part time folding job provides the worker with a daily 30-minute lunch break.
- b) There are no facilities within the Center from which a worker can obtain sandwiches, milk, or coffee. In addition, the folder does not have time during his 30-minute break to take lunch in a nearby restaurant. Thus, the folder has few lunch options available. He/she must bring a sack lunch. Soft drinks, if desired, may be secured from the vending machine in the lunch room area for \$.25 in coin.
- c) The folder should have the skills necessary to prepare a sack lunch.
- d) The folder is discouraged from bringing a lunch that requires refrigeration or heating, since neither of these facilities are available at the Center.

C. Basic money management skills required

In most cases, a severely handicapped person hired as a part-time folder would not rely on his/her wages for total support. The folder would have additional income from sources such as Social Security. However, the average weekly gross payment for a folder is approximately \$21.00. Of this \$21.00 earned, the worker's take home pay is approximately \$17.00.

- 1. Delineated below is a listing of suggested ways the severely handicapped folder could use his/her own income:
 - a) General savings;
 - b) Saving for specific item(s) such as a vacation or a bicycle;
 - c) For purchases such as clothing and grooming items;

- d) For unnecessary or luxury purchases such as additional food, liquor, or cigarettes;
- e) For payment toward time purchases such as radio or a television;
- f) For payment for recreational activities such as movies, ice skating, or camping.

Hopefully, with assistance from a teacher or parent, the folder will establish a budget plan under which portions of his/her income will be divided to allow payment for several of the items listed above.

2. The folder will need to bring money to the job for lunch purposes, for emergency phone calls, and possibly to provide for an emergency taxi cab ride:

telephone	\$.20
drink	.25
emergency cab	<u>1.10</u>
total required daily	\$1.55

Thus, the folder would need functional money use skills of up to \$1.55 and he/she would be required to perform these skills *independently*.

3. The severely handicapped folder is paid by check on a monthly basis.
4. Hopefully, the folder will cash his check at a bank in the vicinity of his home. Several banks in the Madison area provide individualized service to handicapped patrons. Specifically, the folder could use the following special services:
 - a) A predetermined amount of savings and cash received can be negotiated on a monthly basis by the folder, his/her guardian, and special service employees of the bank;
 - b) The folder could ask for assistance from special service employees each time he/she enters the bank;
 - c) The special service employees could be required in advance to notify the group home supervisor or parents in the event of a significant savings withdrawal or application for a loan.
5. Although the degree of independence in public stores is not related to successful performance as a folder, store usage skills should be assessed as part of the job inventory. The assessment of store skills will provide parents and teachers with a framework concerning the number and types of purchases the folder can make independently. Specifically we would suggest the following:
 - a) The assessor should determine the types of stores the severely handicapped worker can function in. Perhaps he/she is competent in a grocery store, but needs additional skills in the use of clothing stores.
 - b) The assessor should determine the amounts of money the worker can functionally use in a store. The worker might require a predetermined list and an exact or near exact amount of money before he/she is able to purchase items.
 - c) The assessor should determine the folder's level of independent functioning in a store. The worker could be most competent when he/she is with a supervisory person or with other handicapped associates.

Obviously an assessment of this type is specific to the worker in question. However, if this important area of the inventory is overlooked, the worker could become frustrated concerning his/her purchasing power and this in effect could have negative repercussions directly related to work performance.

D. Time telling and time judgement skills required

1. The severely handicapped folder will need time telling skills necessary to read clocks and watches accurately at 30 minute intervals. Although the folder must commence work, take his break and finish work precisely to the minute, all of these activities have been structured so that they will occur on the hour and/or the half hour. Thus, departure from school time is at 9:30 a.m., work arrival is at 10:00 a.m., break commencement is at 12:00 noon, break completion is at 12:30 p.m., departure from work is at 2:00 p.m., and arrival time back at school is at 2:30 p.m. In addition to clock and watch reading skills, the folder must be able to perform his "punch in" and "punch out" activities *independently*.
2. In addition to the above clock and watch reading skills, the folder must be able to match critical occurrences related to work with those time periods mentioned. For example, at 9:30 a.m., and that he/she should proceed to the appropriate bus stop.
3. The worker will not need to pair or match any non-job events which specific time periods on the clock. Since break activities are monitored by one of the supervisors, the folder need not be "watching the clock" during the noon hour.
4. There are several alternative time telling strategies available to a folder who does not have skills 1-4 listed above:
 - a) The worker's daily activities could be monitored by a fellow folder who does have these skills;
 - b) The worker's daily activities could be monitored by a community based teacher;
 - c) The folder could wear a specially designed watch, programmed to buzz at critical periods throughout the work day.

E. Health code requirements

As mentioned previously, the final two components of the job inventory, *Health Code Requirements*, and *Informed Consent and Legal Requirements*, are information sections that do not pertain to specific skills required of a severely handicapped worker. However, these areas are essential to a comprehensive inventory and those item specific to the folding job are listed below:

1. A physical examination is not required of employees at the UW Photo Media Center. However, public school personnel should insist that all potential handicapped workers receive a complete physical *before* these students begin competitive job training.
2. There are no vaccines required of employees at the Center. Public school personnel should however, contact a potential worker's physician to assure that he/she has received vaccines deemed necessary.

F. Informed consent and legal requirements

1. All workers under age 18 need a work permit in the state of Wisconsin. The steps required of a severely handicapped worker in procuring a work permit are described below:
 - a) The potential worker or his/her agent must fill out a work permit application. The form requires information similar to that depicted in section D: *Functional Academic Skills Required*, for completing a Social Security application.
 - b) The potential worker, if under 18 years of age, must have the application signed by his/her parent.
 - c) The potential worker must return the application, in person, to a local high school or other designated facility.
 - d) The potential worker must obtain a Social Security card *prior* to his application for a work permit.
2. All workers, unless exempted by federal regulations, must obtain or make application for a Social Security card *prior* to beginning work. The steps required for obtaining a Social Security card are listed below:
 - a) The potential worker or his/her agent must fill out a Social Security card application. Portions of this application form are described in section D: *Functional Academic Skills Required*.
 - b) The potential worker or his agent must return the application form to a local Social Security office.
 - c) The potential worker should be informed that his Social Security card will be sent to him /her via U.S. mail and will arrive approximately four weeks after the application is received.
3. Guardianship laws designed to protect the rights of severely handicapped persons vary from state to state. In Wisconsin an 18 year old severely handicapped person has all rights of an adult unless other arrangements are made in a court of law. Some Wisconsin parents of severely handicapped persons have attempted to protect their sons/daughters by asking the courts to allow them to maintain partial guardianship. Thus, it is in the best interest of all persons involved in the work placement to contact parents or legal guardians before a severely handicapped student accepts employment.
4. The folder working for the UW Media Center is protected in the event of injury by Workmen's Compensation during working hours.
5. The Director of the Media Center does not require employee bonding.
6. Employees of the Media Center are not required to attend an orientation meeting.
7. As mentioned previously, the question concerning whether or not the severely handicapped citizen indeed does want the job offered is crucial. For far too many years "helpful others" have predetermined what the severely handicapped citizen will and will not do. In an attempt to assess whether a worker wanted the folding job, information related to the following was secured:

- a) The worker's verbal responses to questions about work as a folder were recorded.
- b) The worker's performance across work-related domains discussed in the current inventory was studied.
- c) The worker's performance as an employed folder and his/her verbal responses to questions about work as an employed folder were analyzed.

6

APPENDIX A

NARRATIVE HISTORY OF PROUD OPTION PROJECT'S INITIAL COMMUNITY INVOLVEMENT

The initial operating period of the Proud Option Project consisted of establishing the project in the town of Palmer; locating and renting office space and setting up accounts with local stores. Additionally, during this period Proud Option formally introduced itself to the community by joining the Palmer Chamber of Commerce on October 26th. Membership in the Chamber helped Project staff to become familiar with the local businesses and to establish a rapport with certain influential members of the Palmer community. This resulted in a detailed working knowledge of Palmer, including its history, politics, economy, businesses and attitudes on a wide range of topics.

Palmer is a small, economically depressed community. In 1976, the local unemployment rate was 10.3% (In surrounding towns, the unemployment rates were equally high - Monson - 12.1%; New Braintree - 14.4%; Belchertown - 8.1%.) Additionally, the Palmer community generally had a negative, stereotypical attitude about the handicapped. Two large state institutional schools are located within a ten mile radius of the city and much of the knowledge Palmer residents had of the handicapped was based on what they had seen and heard about institutions. Since most stories about institutions that become news-items relate to depressing, or even horrible conditions and their impact on institutional residents, there was a general lack of awareness in the community about the capabilities of many individuals who live in institutional settings. This information and other observations let Proud Option's leadership to stress the Project's federal identity; to deemphasize employment solicitation and to stress job analysis in initial contacts with Palmer businesses.

The task of developing a job functional profile was begun by Proud Option staff during the Project's earliest days. These early efforts concentrated on obtaining information about existing jobs in the community and about potential new jobs. An initial step was the mailing of over 150 letters to prospective employers in the Palmer area (see sample on following page) which introduced and described the Project and its staff and tied Proud Option to the work of Project GROW at Pathfinder High School.*

Starting on December 15, 1976, as a follow-up to the letter each employer was contacted personally by phone to arrange for Proud Option staff to visit him/her to explain the Project more fully and to learn about the employer's firm, office, factory, store or plant. A record of these telephone contacts was kept by Project staff on 5 x 8 cards with space for the name of the firm, the telephone number, the contact person, the date contacted and comments.

Those potential employers contacted were next categorized by Project staff by "career cluster", for example, food trades, culinary arts, allied health, etc. Priority was then assigned to those employers whose businesses required training in one of the four areas that Project GROW offered: (1) business and office occupations; (2) allied health; (3) culinary arts; and (4) agribusiness/grounds maintenance.

*Project GROW is a project funded by the Bureau of Institutional Schools in Massachusetts. It serves students from 2 local state institutions and also from communities surrounding Palmer. This vocational training program was the first comprehensive effort in Mass. to integrate students from institutions into a community-based vocational high school. Proud Option was initially funded to assist GROW in solving problems related to student needs assessment, curriculum planning and implementation and the location of and placement of students in appropriate jobs after the training program was completed.

PROUD OPTION PROJECT

Post Office Box 7
E. Longmeadow, Massachusetts 01026
(413) 567-0121

Geoffrey Clark Miller, Ed. D.
Project Director

November 24, 1976

Dear

As a new member of the Palmer business community, I would like to introduce myself and my Project to you. As our stationery heading boldly proclaims, our business is called the Proud Option Project. I would like to think of us as a business, although our function is service oriented and we are a non-profit organization.

The Proud Option Project is a vocational research project established by the Federal Government to assist a Special Education Program operating out of Pathfinder Regional Vocational-Technical High School. This program is presently providing educational services and vocational training for students from both Monson State Hospital and Belchertown State School. Our purpose is to provide the teaching staff in this program with pertinent information about occupations in the community. With this data they can then develop a more meaningful curriculum to effectively train their handicapped students in vocational skills which will hopefully lead to future placement in jobs.

Our initial intent, therefore, is to become as much of a functioning part of the community as possible by getting to know as many of you as we can. In this way, we can better establish, through being better informed, how appropriate the present curriculum is, and what modifications will be necessary. This, I know, will require a considerable amount of time and effort on our part, and we are totally committed to this effort.

Because our Project's concerns and interests are with the communities located in the vicinity of Pathfinder High School, we elected to rent space locally. We are now situated at 3 Thorndike St., Rooms 5 & 6, above the Third National Bank in Palmer. We would welcome a visit from you at any time and can promise a hot cup of coffee.



Research/Development and Implementation of Occupational Programs for the Handicapped

page 2

Our hope is to contact you in the next few weeks to further explain our purpose and the service we are providing. We have identified Western Massachusetts as our initial population because of its efforts in developing innovative programs, in particular, the one located at Pathfinder High School. Our eventual intent is to utilize and expand what we develop here into a state and national program for handicapped students who require vocational training.

My assistant, Betty Meunier, and I look forward to talking with you in the near future.

Sincerely,

Geoffrey C. Miller, Ed.D.
Project Director

GCM:bjm

Based on new information from business contacts, an additional 56 letters were sent out on December 23, 1976. The feedback indicated that employer contacts carried out during this period were highly successful. Successful contact was established with 64 of the initial 150 employers who received correspondence. With 6 exceptions, most of the 64 were interested in the Project and agreed to cooperate with the Project's efforts to prepare a job analysis of available or potential job possibilities. Through this process, 25 employers with job possibilities in the four areas for which GROW provided vocational training were identified.

A complete report on Project Proud Option's initial review of job possibilities in the Palmer area was prepared and submitted to Project GROW staff for their review on January 21, 1977. This report contained:

- a list of jobs within the business community which might supply employment possibilities for Project GROW students;
- a list of businesses where employment prospects were not viable at that time but which might prove valuable at a later date;
- a list of individuals who had been valuable resources to the Project;
- a list of businesses which initially indicated no interest in being contacted again;
- a job training placement survey for retarded youth which was expected to be valuable in relating potential jobs on the national scene with employment possibilities in the Palmer area; and
- job analysis forms which describe in further detail the businesses where the jobs identified are located.

This accumulation of pertinent information then allowed the GROW staff to select those jobs which appeared to have training possibilities for their students.

For those interested in gaining further information on the background of the JFP book, including the research and field test sites utilized, a thorough Case History of the Project's progress through two years of operation is being developed and will be available to the reader, upon request.

APPENDIX B

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APPENDIX C

EXAMPLES OF ADDITIONAL CORE SKILLS

BUS BOY

CORE SKILLS

1. Makes sure all tables and chairs are in appropriate order
2. Puts clean table cloths on the tables
3. Removes soiled table cloths and deposits in proper receptacle
4. Folds and puts napkins on tables
5. Sets up all tables:
 - a. Places silverware properly
 - b. Places glassware properly
 - c. Places dinnerware properly
6. Breaks down tables after meals:
 - a. Removes all used items and places onto trays
 - b. Carries trays to kitchen area
 - c. Breaks down trays - puts all articles in appropriate area
7. Wipes the tables or changes tablecloth
8. Gets additional chairs if needed
9. Fills salt and pepper shakers

DUTIES LISTED ON MICROFICHE - TEXAS TECHNICAL UNIVERSITY, LUBBOCK, TEXAS, SCHOOL OF HOME ECONOMICS

1. Replenishes serving station during serving hours
2. Welcomes customers in an appropriate manner

3. Distributes menus
4. Answers questions about menu
5. Places orders in kitchen
6. Checks needs of customers periodically
7. Clears items from tables as customers are finished with them
8. Itemizes and totals the price of each order
9. Presents check to the customer
10. Helps arrange tables for special parties

DUTIES LISTED BY VOCATIONAL PROGRAM

1. Scrapes dishes into appropriate receptacle
2. Returns any unused food to correct location
3. Fills water glasses
4. Cleans up any food or beverage spillage
5. Helps decorate for holidays and special occasions

ADDITIONAL DUTIES REQUIRED BY RESTAURANT

1. Makes the coffee
2. Puts crackers in a basket and then puts one basket of crackers on each table
3. Fills sugar bowls
4. Vacuums the rug in dining area

ADDITIONAL DUTIES REQUIRED BY SECOND RESTAURANT

1. Sets up bread board on each table
2. Puts water pitchers by servette
3. Sets up butter on each table
4. Sets up creamers on each table
5. Sets appetizers on tray stand
6. Sets up relishes on each table
7. Sets up cottage cheese on each table
8. Lights candles on each table
9. Sorts silverware into servettes

- 10 Gets glasses for bartenders
- 11 Gets beer for bartenders
- 12 Throws soiled linen in linen barrel in supervisor's office
- 13 Gets clean linen from linen room

GREENHOUSE WORKER

CORE SKILLS

- 1 Prepares soil
- 2 Seeds plants
- 3 Transplants seedlings
- 4 Pots plants
- 5 Propagates plants
- 6 Waters plants
- 7 Applies chemicals that fertilize and control disease
- 8 Selects and identifies plant materials
- 9 Irrigates plant materials from hand waterers to automatic systems
- 10 Prunes plant materials both tops and roots
- 11 Cultivates plant media
- 12 Balls and wraps plants
- 13 Packages and loads plant materials
- 14 Operates nursery equipment
- 15 Mixes growing media
- 16 Places plants in containers
- 17 Calibrates sprayer
- 18 Constructs and repairs growing structures; plumbing, electrical, carpentry, concrete
- 19 Operates and maintains spray equipment and pumps (routine maintenance)

20. Sprays plants according to:
 - plant characteristics
 - pest characteristics
 - spray material conditions
21. Sprays and kills brush
22. Diagnoses common pest problems and relays information to superior if there is one
23. Determines drift hazards, recognizes weather's influence and conditions
24. Keeps records — time, materials, conditions
25. Estimates cost of jobs
26. Meets the public
27. Repairs and replaces pipe on sprinkle system
28. Operates dump trucks or pick-ups in hauling materials and removing debris
29. Cultivates shrubs and flowers
30. Recognizes problems arising from insects, fungi, and player abuse to turf
31. Uses and maintains hand and garden tools
32. Assists in planting and removing trees, shrubs, flowers and turf
33. Controls rodents and moles
34. Conditions soil, applying bark dust, peat moss, sand, loamite, etc.
35. Applies fertilizer to individual plants
36. Identifies and selects plants based on market demand
37. Prepares soil mix for each type of flower to be grown.
38. Starts plants from seeds, bulbs, tubers
39. Propagates plants from cuttings, layerage
40. Maintains parent stock
41. Fertilizes plants and flowers based on needs determined by soil tests
42. Performs simple soil tests
43. Regulates temperature, humidity and light in greenhouse
44. Applies sprays, smokes, fogs to control pests

DUTIES LISTED ON MICROFICHE Long, Gilbert A., Ed., Ornamental Horticulture:

An Integrated Curriculum Guide for Ornamental Horticulture, Utah State University, Logan, Dept. of Agricultural Ed., 1972.

1. Fertilizes vegetables with dry and liquid fertilizer
2. Packages and sells plants
3. Mixes soil and soil less mixes
4. Adds chemicals to soil mixture
5. Marks off benches
6. Uses starter solution
7. Identifies diseases of greenhouse plants
8. Controls photoperiod
9. Controls insects
10. Makes a softwood cutting
11. Roots a softwood cutting
12. Pinches and disbuds specialized crops
13. Prepares plants for commercial sale
14. Maintains an effective working relationship with fellow workers
15. Maintains an effective working relationship with employer

DUTIES REQUIRED BY CONSERVATORIES

1. Mixes soil, perlite, peat moss
2. Sterilizes dirt benches
3. Rolls up sterilization cloth
4. Levels benches
5. Needs an eye for leveling
6. Uses a punch board for making holes for chrysanthemum roots
7. Distinguishes which roots are discolored and discards them
8. Has to be familiar with variety sticks
9. Reads labels on boxes
10. Matches location number

11. Measures length of root
12. Uses a measuring gauge
13. Removes lower leaf of chrysanthemums
14. Dips the root into a hormone powder
15. Digs up roots out of the dirt benches after two weeks of growth
16. Packs roots into boxes
17. Packs roots into bags
18. Matches bag label to the bench label and box label
19. Brings full boxes of chrysanthemum roots to a table in a separate room
20. Closes the boxes
21. Checks the labels
22. Throws away budded cuttings
23. Throws away cuttings that have dirty foliage

ADDITIONAL DUTIES REQUIRED BY ROSE CO.

1. Cuts roses with clippers
2. Cuts armful of roses at a time
3. Ties bundle of roses
4. Takes bundle of roses to sizing and packing room
5. Roses are taken apart separately and graded on Holland machine
6. Distinguishes correct place to cut rose bushes when pruning
7. Roses have to be packed 25 in a bunch
8. Tags each bunch of roses according to length and variety
9. Packs roses in micro-foam lined cartons
10. Inserts wooden cleats into cartons so flowers won't shift in shipping
11. Prepares packing slip for each carton
12. Knowledge of the use of ultra low volume fogger
13. Knows mulching procedures
14. Some painting is required

15. Pulls out and replants rose bushes after 4-5 years' growth
16. Sterilizes dirt before replanting takes place
17. Cuts down rose bushes with hedge clippers in the summer allowing new roses to grow
18. Knowledge of proper way to dye roses for special orders

GARDEN CENTER WORKER

CORE SKILLS

1. Labels, marks and arranges stock
2. Waits on customers purchasing hand tools, fertilizes plants and materials
3. Assists customers in loading their car
4. Waters and otherwise cares for plants
5. Assists in maintenance and cleaning of plants

DUTIES LISTED ON MICROFICHE

Long, Gilbert A., Ed., Ornamental Horticulture: An Integrated Curriculum Guide for Ornamental Horticulture. Utah State University, Logan, Department of Agricultural Education, 1971

1. Advises customers
2. Fills out sales slips and other forms used by the store
3. Maintains plant and other materials in salable condition
4. Computes the selling price for products commonly sold by the garden supply center according to the manager's directions
5. Communicates to customers the store's credit policy regarding cash sales, payment date, monthly statements and carrying charges
6. Maintains an effective working relationship with fellow workers
7. Maintains an effective working relationship with employer

ADDITIONAL DUTIES REQUIRED BY GARDEN CENTER

1. Operates a cash register
2. Knowledge of money management
3. Basic Knowledge of plant terminology
4. Waters plants, shrubs, trees, etc.
5. Fertilizes plants, shrubs, trees, etc.

6. Sweeps the floor in the store
7. Pots all stock including:
 - a. flowering shrubs
 - b. fruit trees
 - c. shade trees
 - d. roses
 - e. rhododendrons
8. Be able to match yard stock with signs posted on fence and place appropriate item in the proper display area:
 - a. evergreens
 - b. colored chip stone
 - c. fruit trees
 - d. rhododendrons
 - e. roses
 - f. shade trees
 - g. peat moss
 - h. flowering shrubs
9. Knowledge of the use of scale for weighing certain products
10. Knowledge of calculating
11. Rakes
12. Hoes
13. Spreads wood chips
14. Sets up fences used in outside displays
15. Pinches and cares for house plants
16. Arranges like articles together
17. Soaks root bags and mulch
18. Weeds mulch area
19. Might have to operate a tractor to move mulch
20. Lifts up objects up to 100 pounds

DISHWASHER

CORE SKILLS

1. Prepares dirty dishes for dishwasher
2. Loads dishwasher
3. Operates dishwasher
4. Washes pots and pans by hand
5. Cleans kitchen area:
 - a. Sweeps floor
 - b. Washes floor
 - c. Cleans all working space
 - d. Empties trash

ADDITIONAL DUTIES LISTED BY VOCATIONAL PROGRAM

1. Scrapes dishes
2. Washes and dries cleared tables
3. Places table cloths
4. Removes and correctly deposits soiled table linen
5. Returns glasses to cupboard
6. Returns plates to cupboard
7. Returns and sorts silverware
8. Stacks pots and pans
9. Takes apart and washes blender
10. Takes apart and washes mixer
11. Takes apart and washes toaster
12. Opens faucets
13. Places paper items in trash barrel
14. Scrubs dishes containing sticky substances with wire brush
15. Stacks like dishes on carts
16. Unloads dishes and places in designated location

17. Supervises student workers
18. Checks performance of students periodically

ADDITIONAL DUTIES LISTED BY CAREER PACKS

1. Rinses dirty dishes with spray hose
2. Sterilizes silverware with silverware solution
3. Turns on heating element of dishwasher at beginning of day
4. Shuts off heating element of dishwasher at end of day
5. Closes dishwasher valve
6. Drains dirty water from dishwasher
7. Fills dishwasher with clean water

ADDITIONAL DUTIES AS REQUIRED BY COUNTRY CLUB

1. Conducts all facets of janitorial work:
 - a. Vacuums carpets
 - b. Shovels snow
 - c. Washes windows, etc.

ADDITIONAL DUTIES AS REQUIRED BY RESTAURANT

1. Performs all duties pertaining to preparation of vegetables
2. Wraps baking potatoes
3. Peels potatoes
4. Peels butternut squash
5. Peels onions
6. Snaps string beans (judging of sizes is not required)
7. Uses knives correctly
8. Each day prepares two fresh vegetables
9. Sets up coffee urn on Saturdays only
10. Washes and wipes pots and pans
11. Toasts bread
12. Cuts up toast
13. Uses fryolator for french fries, onion rings, etc.

14. Cuts lemon wedges
15. Places lemon wedges in buckets
16. Gets certain items out of freezer when asked to
17. Stocks shelves
18. Prepares chef salad bowl - meat is all presliced
19. Quarters tomatoes
20. Slices cheese

ADDITIONAL DUTIES AS REQUIRED BY MOTEL AND RESTAURANT

1. Cleans cork trays once per week
2. Soaks coffee cups once per week in a solution to rid of stains

JANITOR

CORE SKILLS

1. Sweeps and washes floors
2. Dusts and polishes furniture
3. Vacuums drapes, rugs, carpets, etc.
4. Replaces fluorescent lights and light bulbs
5. Collects and empties trash receptacles
6. Maintains washrooms in a clean and sanitary condition with adequate paper and soap supplies

DUTIES LISTED BY VOCATIONAL TECHNICAL HIGH SCHOOL

1. Uses a maid's cart
2. Moves boxes, barrels, equipment
3. Uses a dolly to move boxes or crates
4. Loads or unloads a truck
5. Assists in moving furniture
6. Opens packages, sorts supplies and places them away properly
7. Oils door hinges, window locks and other movable building fixtures
8. Raises and lowers a flag

9. Locks and unlocks all types of locks
10. Washes out trash or garbage cans and lids
11. Shampoos carpets or rugs
12. Places window screens on frames
13. Assists in repairing windows, doors, broken objects, furniture and other objects
14. Paints, scrapes, sands and whitewashes surfaces under the direct supervision of a maintenance person
15. Assists in minor carpentry tasks

DUTIES LISTED BY CAREER ON COMPUTER SHEETS

1. Waxes floors
2. Wet mops a greasy 12 x 12 floor
3. Washes the ceiling
4. Washes the wall from bottom to top
5. Cleans dirty sinks
6. Breaks, rips or cuts cardboard boxes so that they form a straight surface
7. Layers 6-10 cardboard boxes and ties securely with string
8. Damp mops the floor and stairs
9. Stores straw broom
10. Scrubs the surface with the scrub brush and then rinses the floor
11. Picks up dust and other waste material
12. Removes all scuff marks from linoleum floor
13. Paste waxes and buffs the floor
14. Removes the wax build-up on floor
15. Cleans up vomit
16. Removes stains from carpet
17. Cleans blinds
18. Uses whisk broom to clean given items
19. Removes all dust and cobwebs accumulated on ceiling vents
20. Removes all built up dust on radiators
21. Dusts desk top

1-3

22. Washes and dries glass desk top
23. Polishes the leather desk top covering
24. Dusts valences
25. Cleans overhead light fixtures
26. Removes all dust and dirt from baseboards
27. Washes venetian blinds
28. Dusts lamp shades
29. Washes the stairs
30. Stores the mop
31. Washes spots on the wall and woodwork
32. Uses sponge and spray bottles to clean
33. Removes all loose dirt from upper part of walls
34. Cleans the inside of the elevator
35. Washes and dries glass walls or partitions on both sides
36. Removes all smudges and signs of tarnish from brass door
37. Cleans all dust, smudges and handprints from bannisters
38. Covers scratches on furniture
39. Polishes leather chairs
40. Washes the windows with the sponge and squeegee
41. Cleans windows with the spray cleaner and cloth
42. Removes marks from outside brick or stone walls
43. Sweeps the sidewalk clean
44. Sweeps up and cleans oil spills
45. Sweeps and cleans gutters
46. Replaces glass in frame
47. Lays out protective covering over carpet
48. Cleans the directory glass
49. Cleans and arranges room for a conference
50. Empties wastebaskets

- 51 Empties ashtrays and wipes them clean
- 52 Cleans a porcelain water fountain and cooler
- 53 Cleans and polishes a tarnished metal water cooler
- 54 Adjusts the thermostat
- 55 Replaces a grass catcher on a lawnmower
- 56 Rolls awnings up and down as necessary
- 57 Raises and lowers the flag at designated times
- 58 Removes all icicles which overhang sidewalks
- 59 Waters the outside plants and lawn around the building
- 60 Bags and disposes of leaves and grass cutting piles
- 61 Trims the edges of the lawn
- 62 Repaints the parking lines
- 63 Prepares rubbish for pick-up

ADDITIONAL DUTIES REQUIRED BY FACTORY

1. Blows off particles left on machines after day's work ends
2. Cleans off the tables in the cafeteria
3. Washes windows
4. Helps shipping department move merchandise from one building to the other
5. Helps shipping department make cartons
6. Helps shipping department do stenciling

ADDITIONAL DUTIES REQUIRED BY COUNTRY CLUB AND RESTAURANT

1. Hoses cement down in locker room area
2. Maintains swimming pool:
 - a. vacuums pool
 - b. sees that pool area is cleaned
3. Maintains locker room area

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STOCK PERSON

CORE SKILLS

1. Transports stock to proper shelves
2. Marks price on stock
3. Organizes stock in logical, safe and attractive manner
4. Responds to customer queries appropriately
5. Performs routine cleaning tasks:
 - a. sweeps, mops or vacuums
 - b. dusts
 - c. cleans glass

DUTIES LISTED IN CAREER DATA

1. Channels merchandise invoices to appropriate department
2. Opens boxes and checks for damaged merchandise
3. Signs receipt for merchandise received
4. Checks merchandise against packing slip
5. Counts merchandise and compares to invoice and buyer's orders
6. Stamps receiving documents "partial" and notes what part
7. Sends one copy of merchandise delivery form to the invoice office upon receipt of merchandise
8. Delivers all transfer slips that have been checked in to the store bookkeeper
9. Returns customer returns to shelf or to storeroom
10. Fills stockroom with new incoming stock
11. Cleans windows
12. Changes the numbers on an automatic pricing machine
13. Delivers packages to customer's car

ADDITIONAL DUTIES REQUIRED BY SUPERMARKET

1. Cuts open cartons of merchandise
2. Marks merchandise according to price listed on computerized sheet on each carton
 - a. must be able to cut open 25 cartons or more per hour and price merchandise in that period of time
 - b. should be able to cut and price new case of merchandise every 4 minutes

3. Must be able to provide appropriate information to customers when asked
4. Should be familiar with store layout
 - a. Know what aisles merchandise is located
5. Stocks shelves according to appropriate marker on shelves
6. Cleans shelves
7. Knows proper use of cleaning agent - Fantastik cleaning agent
8. Loads all priced items on carts
9. Brings priced merchandise on carts to appropriate shelving area
10. Changes prices on shelved items as it becomes appropriate
11. Faces all items on shelves toward aisle
12. Brings old merchandise to front of shelves
13. Places newer merchandise to back of shelves
14. Sweeps back room where merchandise is stored
15. Sweeps floor in store
16. Mops floor in store
17. Proper use of cutting tool
 - a. there is a trick to cutting carton open without destroying merchandise in the carton

ADDITIONAL DUTIES REQUIRED BY GOVERNMENT SURPLUS STORE

1. Dusts
2. Sweeps
3. Rearranges merchandise
4. Folds articles of clothing
5. Waits on customers
6. Operates cash register
7. Cleans restrooms:
 - a. sweeps floor
 - b. washes floor c. cleans mirrors
 - d. cleans bathroom fixtures
 - e. replenishes paper product supply

8. Cleans all glass display cases
9. Makes sure all merchandise is in proper order and neat

PRODUCE WRAPPER

CORE SKILLS

1. Loads cases of produce into refrigerator
2. Wraps produce
3. Weighs produce
4. Prices produce
5. Stocks produce shelves
6. Identifies spoiled produce
7. Places produce in trays

ADDITIONAL DUTIES REQUIRED BY SUPERMARKET

1. When produce is delivered, required to break down the load
2. Brings produce trays out to the produce counters
3. Unlocks the refrigerator
4. Switches on the hard wrap machine
5. Switches on the soft wrap machine
6. Switches on the scale
7. Switches on the price marking machine
8. Checks produce stock
9. Checks for mold or damage on the produce
10. Decides what rows need to be restocked
11. Straightens out the rows of produce
12. Unloads produce from the crate
13. Throws away any extra paper
14. Removes the box with the bad produce to the utility room

15. Uses either hard or soft wrap, depending on the produce
16. Seals the wrapper on the produce with heating device
17. Checks white master list to determine the price of the article
18. Checks the store flyer to determine if the article is on sale
19. Turns knob on the scale to set the correct price
20. Weighs the empty box and wrapper
21. Adjusts the scale to accommodate the weight of the box and wrapper
22. Places the wrapped produce on the scale
23. Reads the scale
24. Sets the unit price of the produce on the marking register
25. Punches out the correct keys on the register in pounds, ounces, price
26. Pushes tab to punch out the price sticker
27. Places sticker on the heating element
28. Places the heated sticker on the bottom of the produce
29. Attaches display sign on the top of the shelves
30. Takes bad produce back to the produce room
31. Removes the old wrapper
32. Trims off the bad pieces
33. Rewraps the produce
34. Reduces the price by $\frac{1}{2}$
35. Answers telephone
36. Assists customers in questions regarding produce
37. Might be asked to put together a fruit basket
38. Performs general cleaning duties
39. Opens the receiving room

GROCERY BAGGER

CORE SKILLS

- 1 Bags groceries
- 2 Checks out groceries
- 3 Picks up carts from parking lot
- 4 Sweeps and mops the floors
- 5 Stocks the shelves
- 6 Marks prices on merchandise
- 7 Finds price of unmarked items
- 8 Cleans restroom fixtures, removes waste and replenishes supplies
- 9 Sweeps outside entrance to store

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